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17. ABSTRACT (MAX. 250 WORDS)

The Oregon Program is a four-year statewide school improvement and teacher education program. It is a three-way cooperative alignment among Oregon's local schools, colleges, and the State Department of Education to achieve educational progress by improving classroom environment through the study and refinement of materials, staff utilization, and inservice training; the shared responsibility for teacher education by local schools; and the placement of interns in improved classroom environment under the supervision of both local and college personnel. Nine colleges and universities which prepare over 75 percent of all new Oregon-educated teachers and 18 school districts which enroll over 50 percent of the pupils in Oregon are involved in the program.

To improve classroom environment, the program has emphasized cooperative effort among education agencies, team teaching and flexible scheduling, teacher aides, an internship program, improved teacher education, technological aids, and modern facilities for modern techniques. All school districts with large enough student enrollments are being developed into laboratories for teacher preparation.

The major problem areas identified by the Oregon Program are: clarification of educational goals, vocational education, providing programs for children with special educational needs, teacher education, conducting effective inservice education programs for teachers, church-state relationships, delineation of the community college's place in Oregon education, clarification of the roles of administrative agencies involved in school government, obtaining and administering funds to finance public education, providing a program of research and development, and analyzing public reaction to the education enterprise.

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THE OREGON PROGRAM

A DESIGN FOR THE
IMPROVEMENT OF EDUCATION

ED002731

1964-65 ANNUAL REPORT

J0405

Oregon State Department of Education
Leon P. Minear, Superintendent

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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1964-65 ANNUAL REPORT

1964-65 Annual Report
Submitted by

THE OREGON STATE BOARD OF EDUCATION
and
THE STATE DEPARTMENT OF EDUCATION

TO THE FORD FOUNDATION

ED002731

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Seminar Classroom Plan
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Woodrow Wilson High School, Portland
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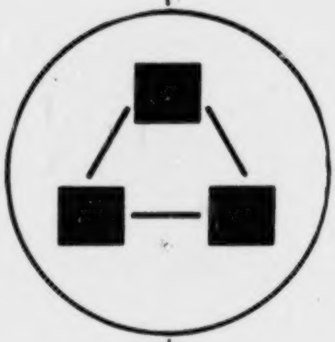
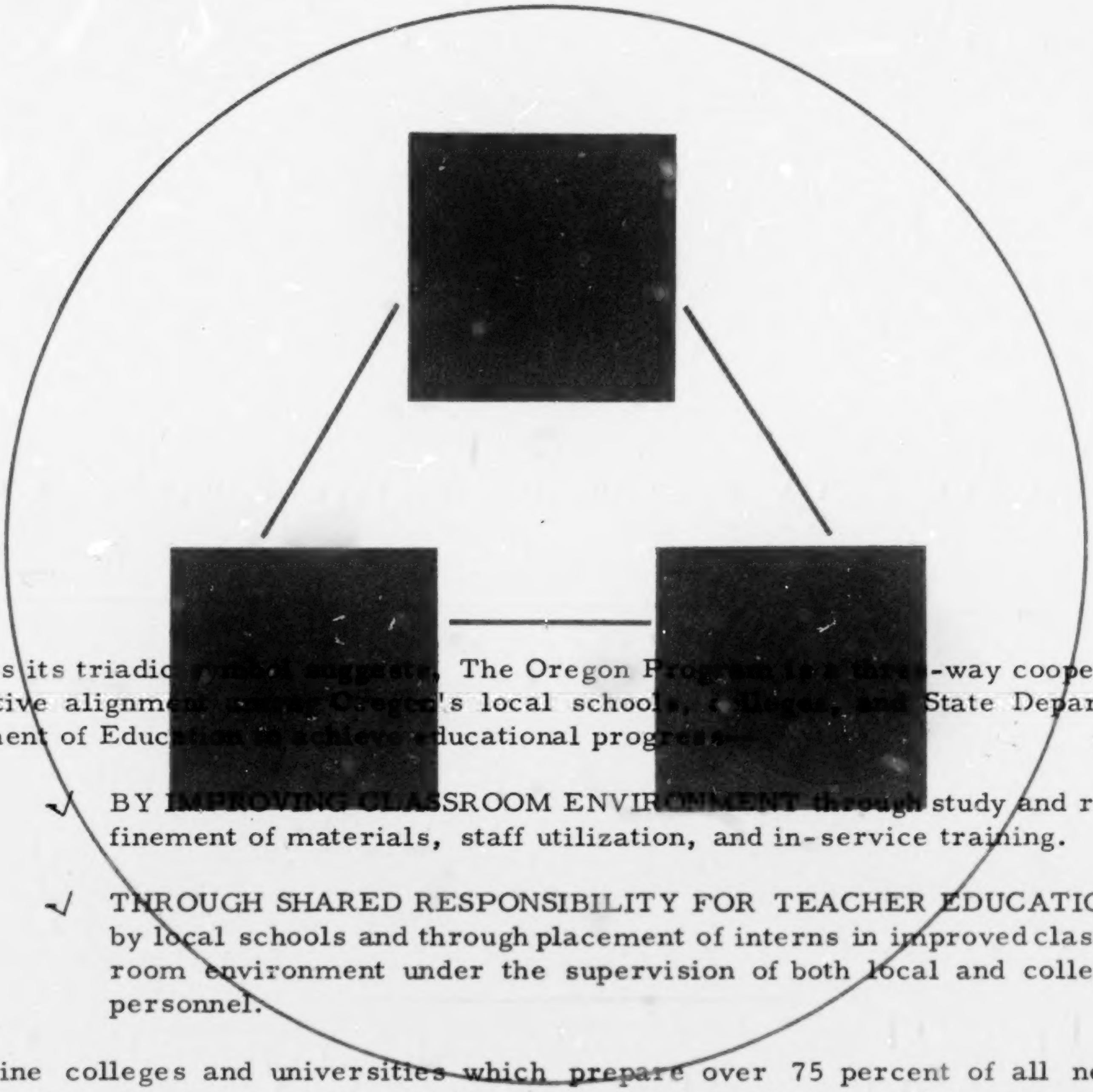


Introduction

In March of 1962 the State Board of Education received formal notification that The Ford Foundation had approved a grant of $3,500,000 for the support of a statewide school improvement and teacher education program over a four-year period. This marked the culmination of more than two years of planning by school districts, colleges, and the Oregon State Department of Education. The State Legislature had given initial impetus by supplying legal and financial backing and the State Board of Education had worked with courage and imagination to provide a solid foundation of policy.



As its triadic symbol suggests, The Oregon Program is a three-way cooperative alignment among Oregon's local schools, colleges, and State Department of Education to achieve educational progress--

- √ BY IMPROVING CLASSROOM ENVIRONMENT through study and refinement of materials, staff utilization, and in-service training.
- √ THROUGH SHARED RESPONSIBILITY FOR TEACHER EDUCATION by local schools and through placement of interns in improved classroom environment under the supervision of both local and college personnel.

Nine colleges and universities which prepare over 75 percent of all new Oregon-educated teachers and 18 school districts which enroll in excess of 50 percent of the total pupils in Oregon are involved in the program.

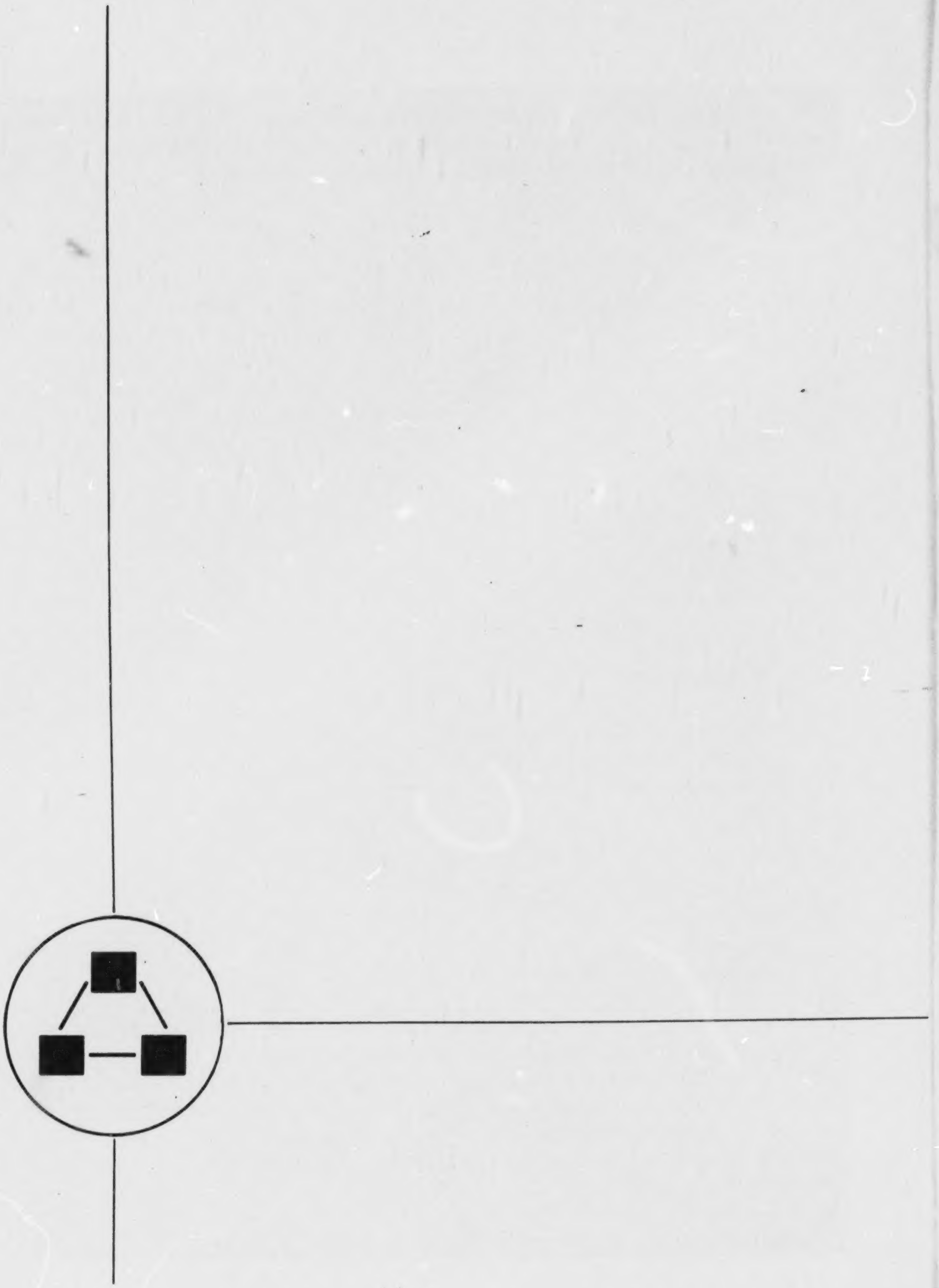
The Oregon Program is the responsibility of the State Board of Education and is directly under the supervision of the Superintendent of Public Instruction. Its activities are absorbed as part of the ongoing program of all divisions of the State Department of Education. Two groups serve in an advisory capacity and represent a cross section of Oregon's educational structure--a State Advisory Committee to assist in allocation of funds and formulation of operating policies, and the Governor's Education Improvement Advisory Commission.

Six of the nine Oregon colleges working closely with Oregon Program school districts are institutions in the State System of Higher Education, and three* are private institutions. They include:

Eastern Oregon College, LaGrande
Lewis and Clark College, Portland*
Linfield College, McMinnville*
Oregon College of Education, Monmouth
Oregon State University, Corvallis
Portland State College, Portland
Southern Oregon College, Ashland
University of Oregon, Eugene
Reed College, Portland* (Separately funded)

Beaverton
Bethel
Coos Bay
Corvallis
Dallas
David Douglas (Portland)
Lake Oswego
McMinnville
Medford
Milwaukie (Elem. Dist. No. 1)
Milwaukie (U.H.S. Dist. 5)
Newberg
Pendleton
Portland
Roseburg
Salem
Springfield
Stayton*
Eugene (Separately funded)

The 18 school districts participating in The Oregon Program range in size from 389 to 75,820 pupils in average daily membership. The average membership of districts, after exclusion of the largest and smallest, is 7,474 pupils. The districts include a small rural union high school district* and Portland which is the only metropolitan area in the state, but primarily the group contains suburban areas and communities with 4,000 to 10,000 pupils enrolled in the district schools.



1. IMPROVED CLASSROOM ENVIRONMENT

The Oregon Program has become many things--

A design to accelerate change

Cooperative effort among education agencies

Team teaching and flexible scheduling

Teacher aides

An internship program

Improved teacher education

Technological aids

Modern facilities for modern techniques

A test of State Department leadership

A launching pad for tangential developments

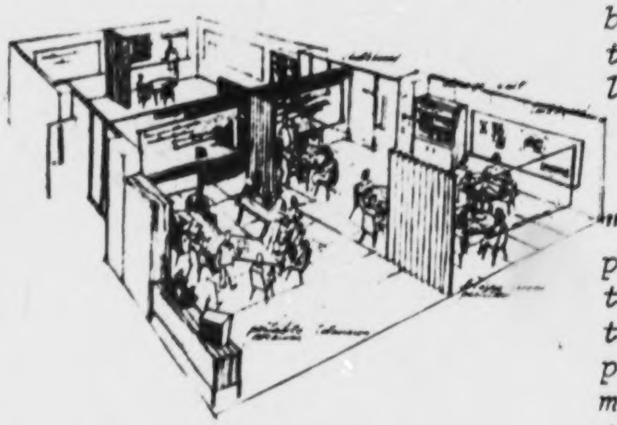
The program *has* accelerated change and some major improvements have resulted from groundwork completed during the first two years of the four-year program.

During 1964-65, the third year, innovations in staff utilization, new technology, flexible scheduling, and teacher education were an accepted and expanding part of the programs of participating schools and colleges and had spread to other districts throughout the state.

Teachers and administrators in The Oregon Program have evaluated progress through the third year as follows:

> *"Self-improvement has been underwritten through released time and stipends for travel to visit exceptional programs and participate in in-service activities in other parts of the nation."*

> *"Frequent statewide or regional workshops, conferences, clinics, and seminars using nationally recognized specialists have benefitted both teachers and administrators, offering new insights into the teaching-learning process."*



Seminar classrooms are part of most new Oregon school plants

> *"Oregon Program funds have reinforced the practice of extending teachers' contracts to work during the summer and on weekends to update curricula and improve their own professional competencies. This, in effect, makes the teacher a year-around employee of the school district, with benefits to the district in terms of services rendered and benefits to teachers in terms of career status."*

> *Superintendents are "pleased with the general competency of interns trained in the public schools and supervised at both the public school and university level." They say that interns are much better prepared than traditional first-year teachers to assume full teaching responsibility.*

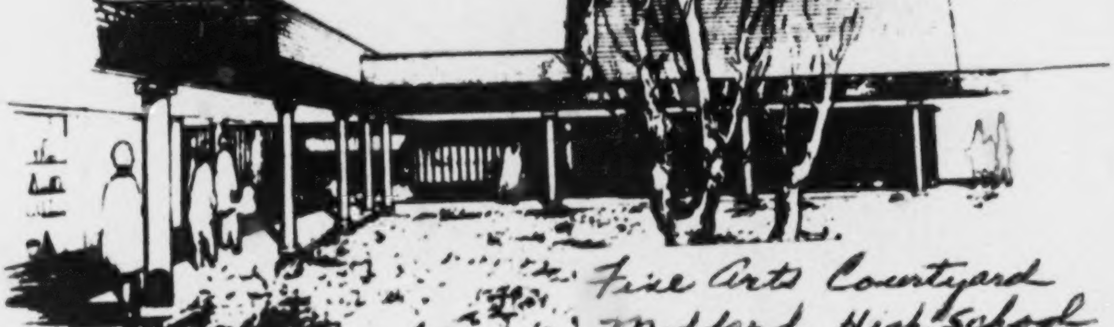
"Experiments in more flexible types of scheduling, ability to provide increased resource material for students, and new patterns of staff utilization have proved to be effective vehicles for progress toward individualizing instruction. More attention can be given to individual needs of children and individual diagnosis of pupils' capabilities."

"The teaming of teachers has resulted in significant improvement in the quality of teachers' presentations to students. Teachers are learning from each other and are exhibiting greater readiness to explore new curricula and new patterns of instruction. This is validated by the presence of both in applied form."

Experienced teachers are vouching for the fact that "pupils are developing positive attitudes toward learning which have not been apparent in the past and parents have taken increased interest in the schools and their children's programs of study."

"Although improved programs have increased costs, higher standards of instruction exceed additional cost. There are fewer failures which in themselves cause serious financial loss to the state."

"Communication channels have been opened among school districts, State Department of Education, and colleges and the flow of ideas among these groups is strong and positive."



Fine Arts Courtyard
Medford High School

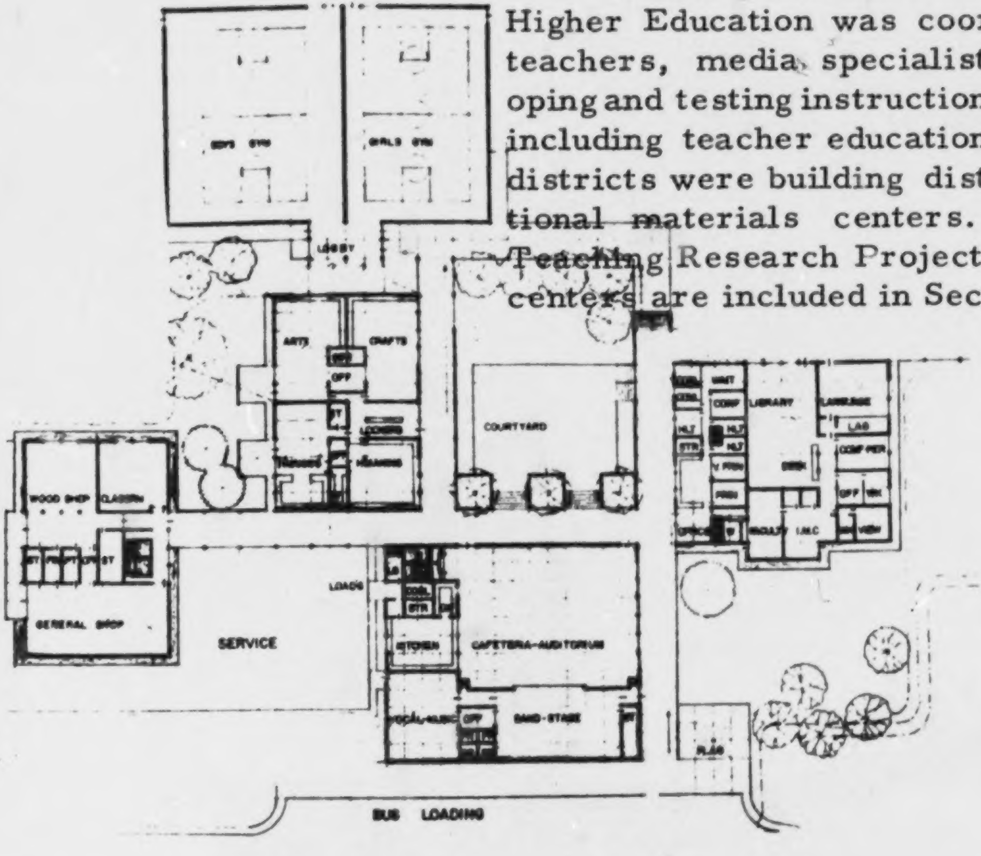
TEAM TEACHING AND FLEXIBLE SCHEDULING

Reports from educators throughout the state, including Oregon Program participants, indicate that by last year, 1964-65, 47 districts had instituted cooperative or team teaching in one or several subject areas or grade levels. Seventeen of these districts were gaining flexibility by experimenting with departures from the Carnegie Unit fixed-period schedule in their high schools. Sixteen districts were developing continuous progress programs in many of their elementary and high schools. (Brief reports of projects in Oregon Program districts are included in Section 4.)

Perhaps of even more significance is the fact that these practices are spreading rapidly and Intermediate Education Districts have become involved in the development of improvement programs for which proposals have been initiated in local school districts.

NEW TECHNOLOGY

The Teaching Research Division of the State System of Higher Education was coordinating the work of teams of teachers, media specialists, and psychologists in developing and testing instructional materials for all grade levels, including teacher education, and in all subject areas. Six districts were building district-wide resource and instructional materials centers. Descriptions of each of the Teaching Research Projects and the instructional materials centers are included in Section 4.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GIRLS GYM
LOBBY
ARTS
CRAFTS
OFF
COURTYARD
WOOD SHOP
CLASSRM
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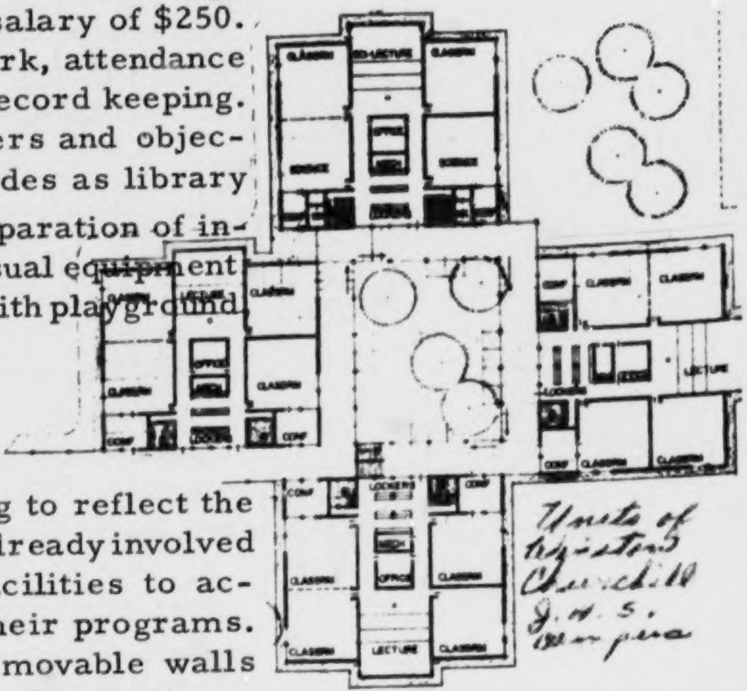
SERVICE
LOADS
KITCHEN
CAFETERIA-AUDITORIUM
VOCAL-MUSIC
BAND-STAGE
LIBRARY
LANGUAGE
LAB
FACULTY
BUS LOADING

Units of Winston Churchill
J.H.S. campus - Eugene

TEACHER AIDES

Forty-two districts were using 255 nonprofessionals to perform many of the tasks formerly expected of classroom teachers but requiring no professional training. Five more districts are planning to add teacher aides in 1965-66. About the same number of aides are employed at the elementary level as at the secondary level and receive an average hourly wage of $1.75 or an average monthly salary of $250. Most aides are used for typing and clerical work, attendance accounting, collections, and other types of record keeping. Many schools are using aides to correct papers and objective tests and several high schools employ aides as library assistants or full time assistants for the preparation of instructional materials or handling of audio-visual equipment. A few schools reported using aides to assist with playground, study hall, or lunchroom supervision.



Units of [illegible] Churchill J.H.S. [illegible]

FLEXIBLE BUILDINGS

School facilities in Oregon are also beginning to reflect the trend toward flexibility. Many districts are already involved in planning, remodeling, or building new facilities to accommodate the innovations taking place in their programs. Flexibility is provided through nonbearing, movable walls which are being installed in school buildings under construction throughout the state and in many old buildings. Movable walls and folding partitions permit planning, scheduling, or re-scheduling large and small group instruction and independent study on a weekly or daily basis according to the needs of pupils. Lakeview High School in Lake County is one of the most flexible buildings in the state, making it apparent that innovation is not contingent upon region or size of high school.

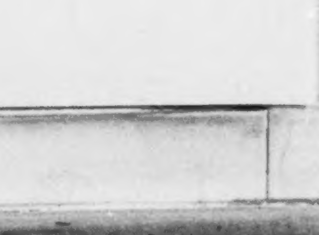
New concepts are more abundant in junior high and high school buildings than in elementary buildings, partly because of a substantial increase in the number of junior high schools constructed during the last three or four years. Within the last three years 17 new junior high schools have been completed and five more are under construction, several in the planning stage.

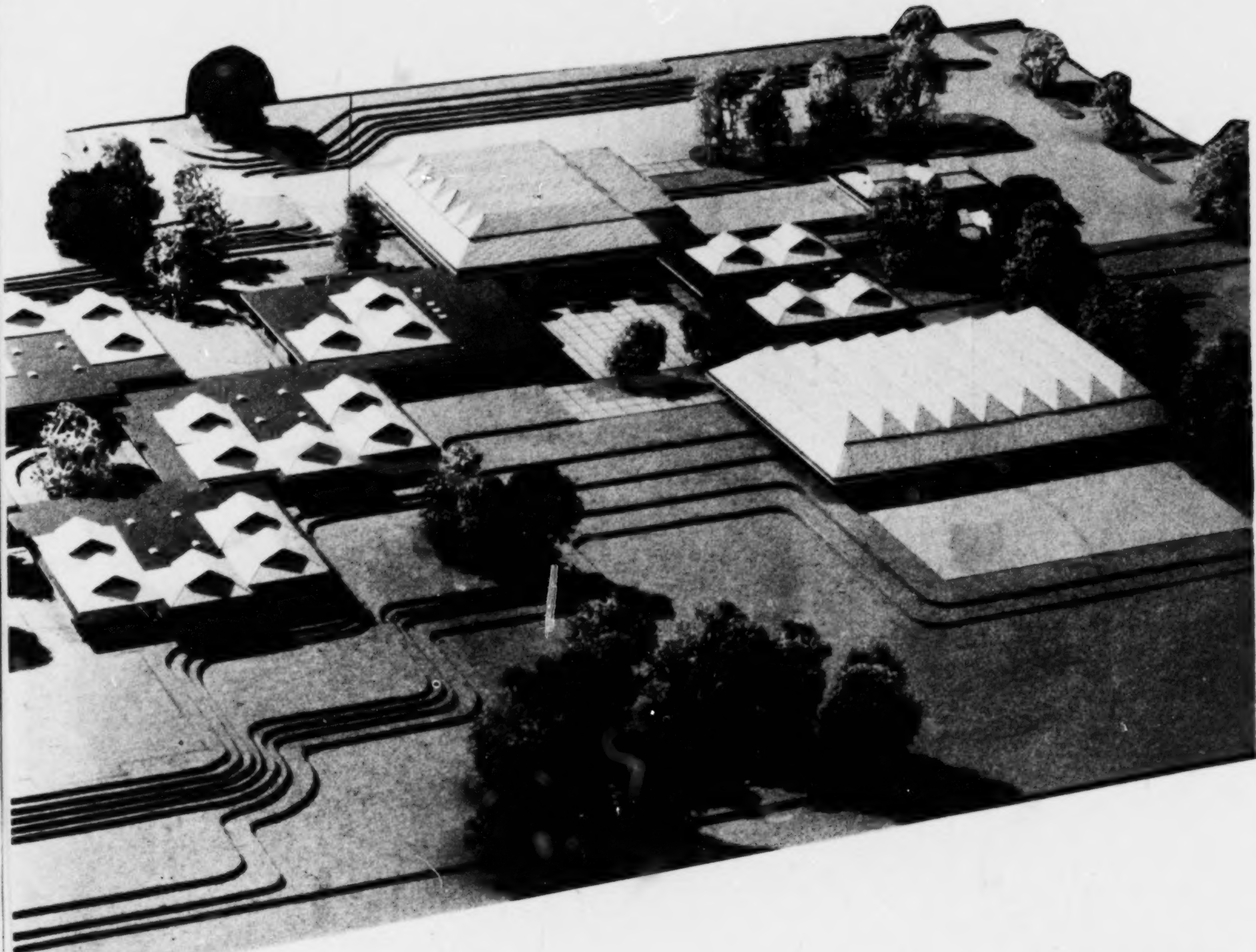
Mobile classrooms are another innovation in building design. They are prefabricated buildings set upon movable foundations for use in heavily populated areas or areas where there are frequent shifts in population density. Medford High School and Portland's Grant High School are using mobile classrooms. Troutcreek Elementary School in Harney County is a movable building. Campus type construction has been used in the Bend elementary system with two buildings housing classrooms especially designed for large- and small-group instruction.

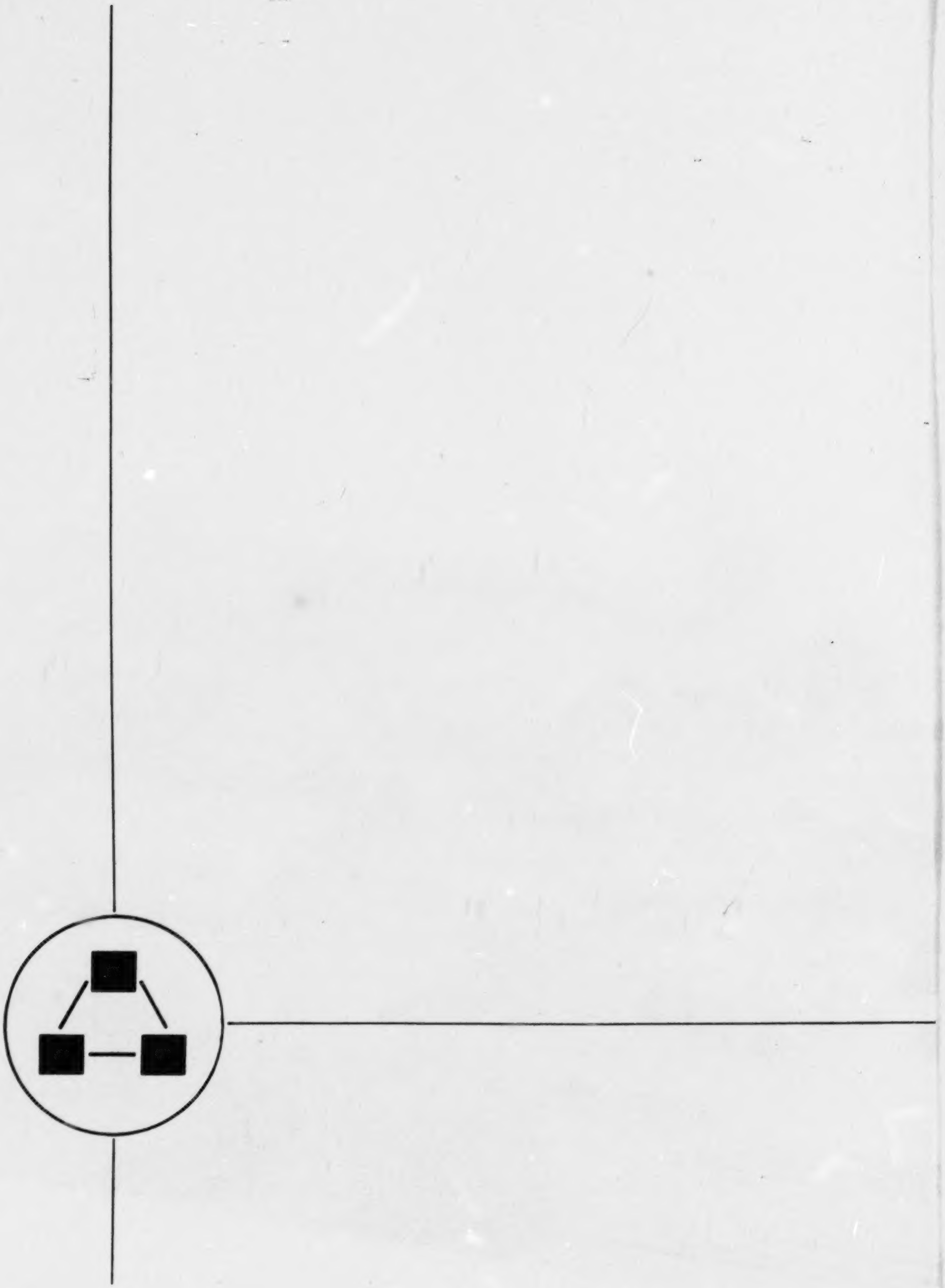
Innovations in acoustical, light, ventilation, and climate control have immensely improved the learning environment in new buildings. Medford, Coos Bay, Lake Oswego, and Crowfoot districts are among several experimenting with carpeting in classrooms and hallways. At State Department insistence, all new buildings are taking advantage of innovations in building materials which provide low-cost maintenance. The department urges that new buildings provide for expansion to meet future enrollment increases.

Southwest Portland High School's plant is the first of its type in Oregon. Four 600-student buildings with an instructional materials center, shops, and television production rooms in the central core, will accommodate 2400 students. Vocational education facilities will be added for practical journeyman training.

Winston Churchill J.H.S.
Campus - Eugene



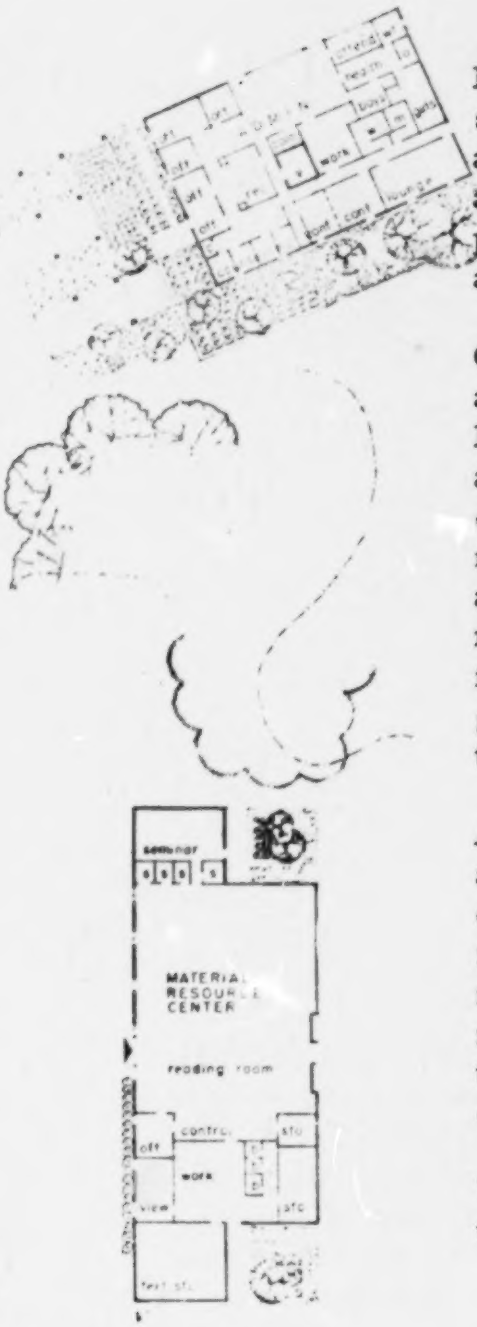




2. IMPROVED TEACHER EDUCATION

Once again, what began as an experiment in which eighteen school districts agreed to share with higher education the responsibility for recruiting and training teachers, has resulted in an awakening to the unlimited possibilities of concentrated and cooperative effort. A whole new concept of teacher education is emerging.

The process of developing *all* school districts with large enough student enrollments into laboratories for the preparation of teachers went on in earnest during the third year of The Oregon Program. Equally important, a systematic effort is being made to bring the latest research to college supervisors, college methods instructors, supervising teachers, building principals, and curriculum coordinators in districts where student teachers and intern teachers are placed.



Units of Henry Sheldon H.S. - Eugene

Public demand is increasing for a kind of teaching in the schools that meets the needs of the times. Unprecedented attention is being given to education from the federal level and this is placing a responsibility on states and state departments of education which they must be in a position to assume.

Colleges and universities in Oregon have begun to indicate a desire for the State Board of Education to assume its leadership role in the field of teacher education and provide a coordination of effort toward improvement. However, the efforts of a department of education and the resources it may bring to bear on improvement in teacher education could avail little in an institution where the administration does not have a commitment to teacher education which is reflected in the funds it directs to the teacher education program, the staff it employs, and the regard in which it holds the program.

As a result of Oregon Program stimulus, Oregon colleges and universities are making these commitments, school districts are accepting their responsibility to share in the recruitment and training of teachers, and the State Department of Education has been able to employ two full time staff members in teacher education who devote their efforts wholly to working with colleges and universities and with school districts which receive interns.

Undergraduate teacher education programs are committed to--

> Five years of preparation for both elementary and secondary teachers
>
> A program which provides for the broad, liberal education of the teacher
>
> A program which enables each teacher to have a scholarly mastery of the subject field in which he will teach

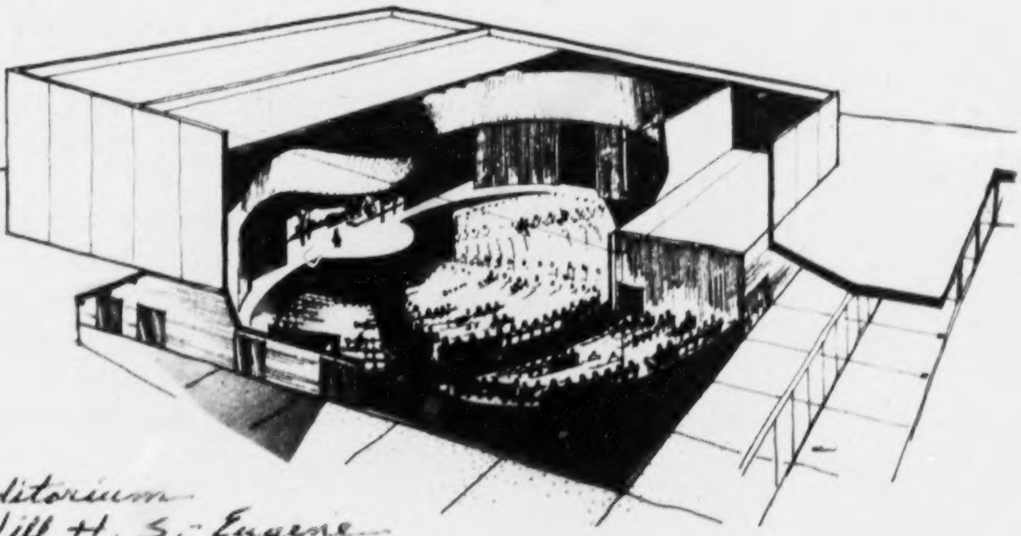
Strengthened professional education programs through improvement of content and through requirement of prerequisites in such areas as anthropology, sociology, psychology, and philosophy

A long term field experience for prospective teachers in the regular school program in the form of an internship with seminars embodying professional preparation.

See Section 4 for individual reports of these activities in participating colleges and universities.

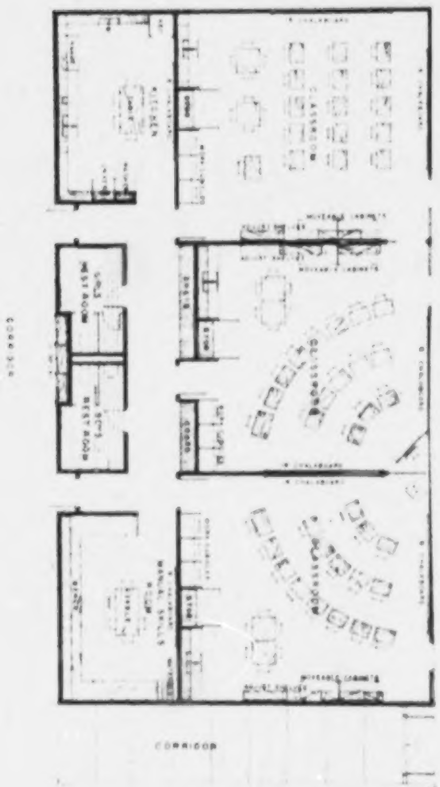
By the third year of The Oregon Program, department staff with the deans and directors from the colleges and universities in The Oregon Program had reviewed the total teacher education program and identified what appeared to them to be major problems which stood in the way of continued improvement. The need for competent and qualified supervisors of student teachers and interns was singled out for attention.

Teachers in the field give testimony to the fact that the individual who supervises them in the student teaching or internship phase of their preparation makes the single most important contribution to their induction into teaching. Yet, little had been done, until last year, to identify and prepare persons for assumption of these key positions in the development of teacher competencies.



Auditorium
Bailey Hill H. S. - Eugene

Central premises relating to supervision were listed.



Special education classrooms
Menlo Park School — Springfield

> The supervision of teacher trainees represents a cooperative endeavor between the college or university and the school district.
>
> School districts and colleges should be prepared to assist in the induction of new members into the profession.
>
> Trainees should experience more responsibility for the implementation of the instructional program than has been provided student teachers and less than that which is expected of first-year teachers.
>
> Supervising teachers should have the opportunity (and should be expected to avail themselves of it) for specialized preparation in objective, systematic, clinical supervision.
>
> Supervising teachers should have released time from regular teaching duties to observe, confer, and plan with student teachers and interns.
>
> Supervising teachers should receive an added stipend for the professional service they render.
>
> The position of supervisor of student teachers and interns in school districts should be a career position. This would include the position of clinical professor appointed jointly by the school district, teacher education institution, and resident coordinators.

Thus, a statewide program to improve the supervision of new inductees into the teaching profession was launched.

During the 1964 summer session, 17 instructional leaders were sent to the University of Pittsburgh to work with Dr. Morris Cogan and his staff to learn the finer points of clinical supervision. These people will provide instruction in clinical supervision for ninety supervisors from school districts and colleges and universities during the 1965 summer session.

During the 1964-65 school year, twenty persons involved in the induction process worked with Dr. Hilda Taba of San Francisco State College and her staff to explore and experiment with teaching strategies designed to develop certain cognitive tasks--concept development, interpretation of data, and application of principals. The work also included sophisticated techniques of analysis of teacher-pupil interaction as well as implications of cognitive task development for curriculum. Another forty teacher educators will participate in a workshop with Dr. Taba and her staff during the 1965 summer session.

Forty teacher trainers worked with Dr. Richard Suchman of the University of Illinois for two days during the 1964-65 school year to learn techniques and strategies of inquiry training. These people will spend three weeks in a laboratory workshop in which they will have an opportunity to put into practice some of the theoretical notions prescribed by Dr. Suchman. Dr. Suchman and his staff will conduct this workshop.

In addition, several one- or two-day seminars were organized by the Teacher Education Section of the State Department of Education during the year (See Section 4.). They were concerned with--

Physical and biological sciences and the implications for teacher preparation

Education as a field of professional study and problems and dimensions of professional study

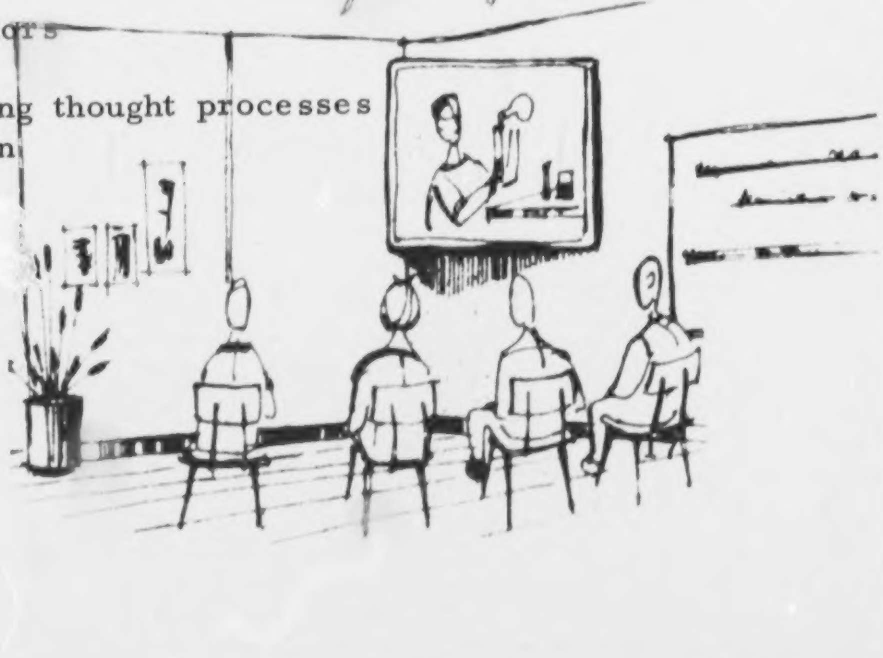
Teaching reading for high school students

Preparation of school administrators

Gallagher's system for classifying thought processes in the context of verbal interaction

Sensitivity training

Functional areas designed for Henry D. Sheldon H.S.



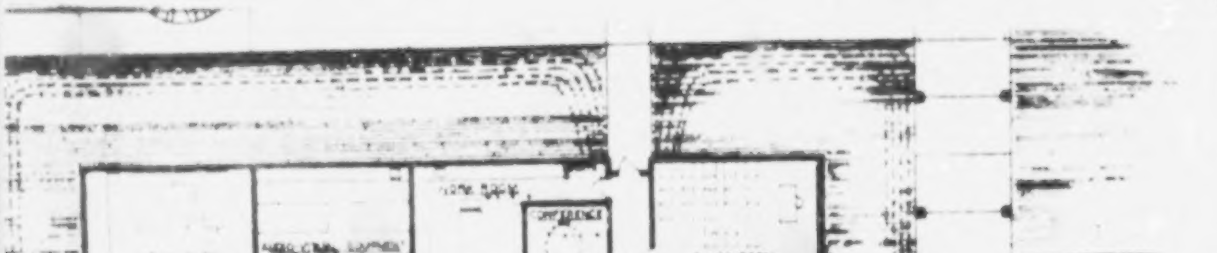
Additional seminars and workshops in these areas will continue in the summer of 1965 and in addition, similar kinds of activities will be conducted in the areas of the earth sciences, chemistry, mathematics, foreigh languages, the humanities, the behavioral sciences, and the foundations of professional education.

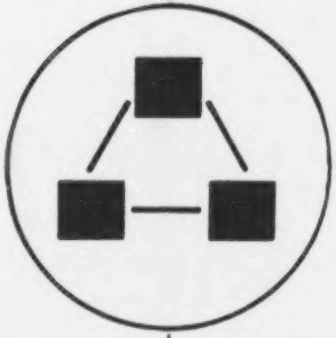
And finally, because staff and funds have been available, it has been possible to launch a project involving the State Department, the colleges and universities and school districts *which have not historically participated in teacher preparation programs.*

These districts are being prepared as high quality laboratories to provide the period of practice necessary for induction of new teachers into the classroom. Southern Oregon College has started work to develop the Bend Community College District area; Oregon College of Education has initiated a similar action in the Astoria area; and Eastern Oregon College has worked with Hermiston to develop that school district as a laboratory.

Eventually all districts with a large enough student population will be included in the program.

LIBRARY
Medford High School


WORK ROOM
CONFERENCE
MAGAZINES
GIRLS
BOYS
REFERENCE
PERIODICALS

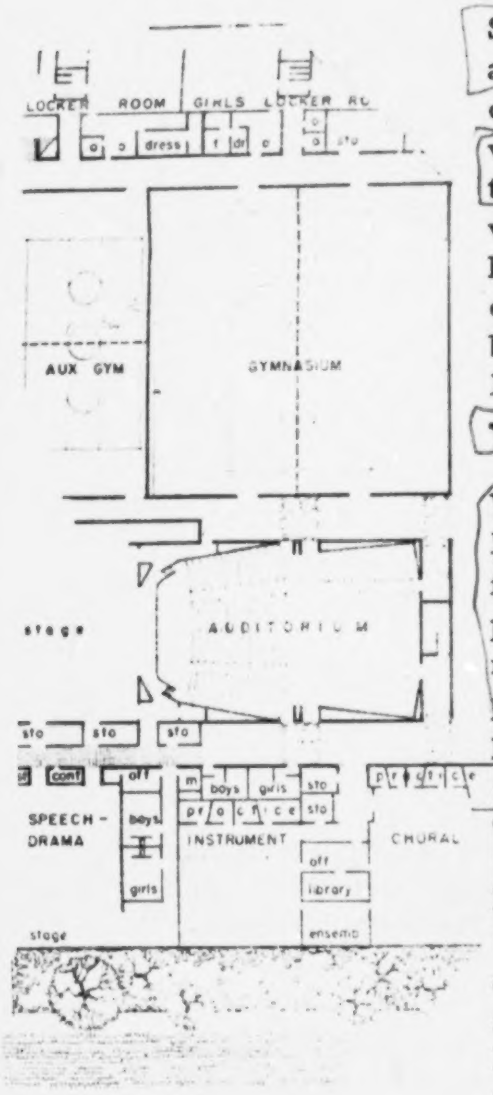


3. NEW DIRECTIONS

The Oregon Program has made respectable the questioning attitude--the raised eyebrow--and has given direction and emphasis to the purposeful innovator.

It is important in reporting the third year of Oregon Program activities to give major emphasis to the new directions that education development will be taking as a direct result of Oregon Program investment of resources and cooperation.

Perhaps the most important progress has been achieved as a result of the ability to finance workshops, conferences and public discussions. They have brought together Oregon educators, lay leaders, and some of the nation's finest scholars and boldest innovators to redefine and reshape the philosophy, organization, and direction of Oregon's public school program.



Units of Henry
Sheldon H.S.

Seed money has financed the institutionalization of change agents. Oregon Program directors and the teachers, principals, superintendents, and college professors who have worked with them in applying new insights and techniques to the teaching of children have all become, and it appears they will reamin, change agents. The State Board of Education has created within the State Department a staff of education development specialists who have assumed the official role, but many of the professional staff in other divisions of the Department have also become change agents as they assist with the establishment of new programs in the schools.

With Oregon Program funds, it has been possible for the Division of Education Development to encourage the identification of major problems, stimulate the development of programs to meet these needs, and promote desirable administrative arrangements among agencies to facilitate new program development. The Division also negotiates with public and private foundations to obtain financial support for special projects that will stimulate and encourage the spread of promising innovations.

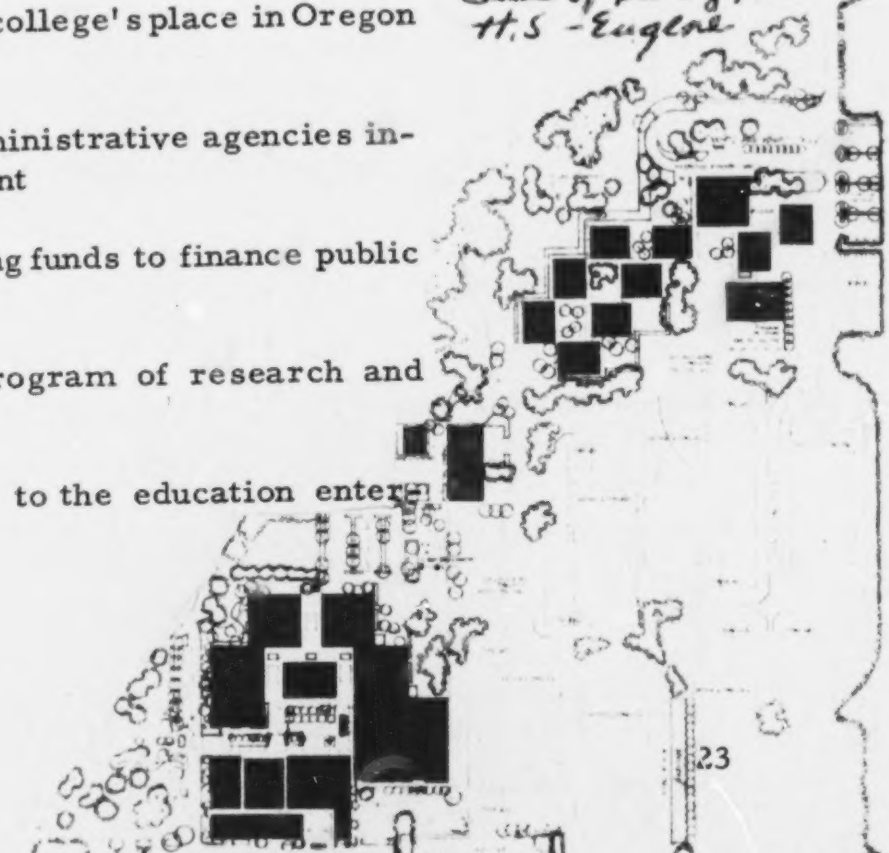
Because of these kinds of stimuli, and as a result of widespread, cooperative effort among Oregon Program colleges and school districts to translate ideas into action, a climate for change emerged. In 1964-65 the time had come to challenge **all** Oregon schools to question their assumptions and practices, set higher standards, test the many new ways of teaching children, and develop more efficient organization for education.

The State Board of Education and Oregon's Governor Mark Hatfield recognized this. In 1962, the Governor had established an Education Improvement Advisory Commission to observe, define, and influence major trends in Oregon education and he asked the Commission to work with the Division of Education Development in preparing "next step" recommendations affecting major areas of concern in Oregon's public school system.

With the help of Oregon Program funds, this was accomplished and lay and professional groups throughout the state have agreed to public discussions of Commission recommendations with the ultimate purpose of presenting to the Legislature in 1967 a comprehensive educational program based on needs and alternative solutions as perceived by a broad segment of Oregon's population.

The Commission has defined major problem areas as--

- Clarifying educational goals
- Vocational education
- Providing programs for children with special educational needs
- Teacher education
- Conducting effective in-service education programs for teachers
- Church-state relationships
- Delineating the community college's place in Oregon education.
- Clarifying the roles of administrative agencies involved in school government
- Obtaining and administering funds to finance public education
- Providing a systematic program of research and development
- Analyzing public reaction to the education enterprise.



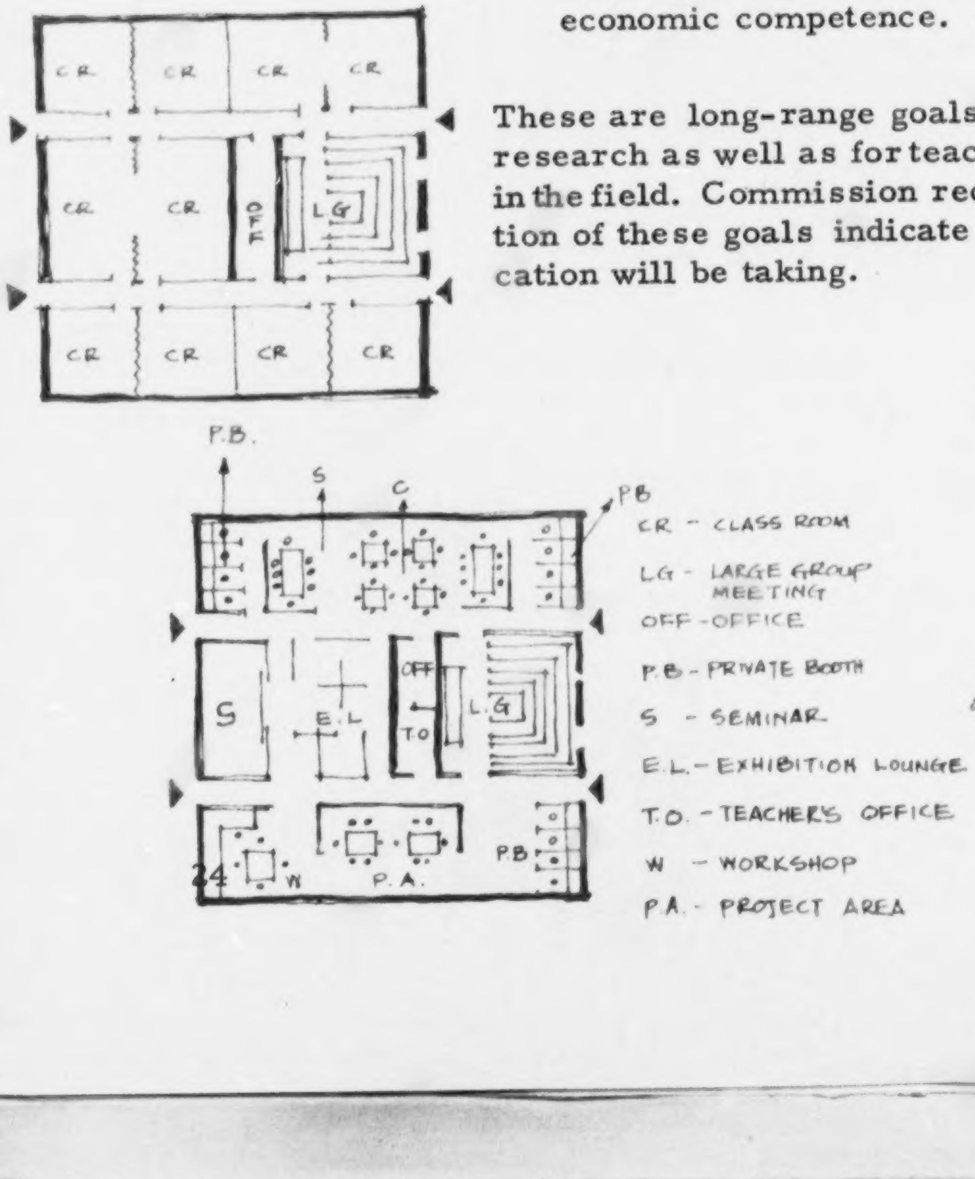
Site of Bailey-Hill
H.S - Eugene

The statement prepared by the Commission to clarify goals for Oregon education in the Space Age is summarized here as an example of the type of study and reporting done by the Commission and as an indication of the direction in which education development will be moving.

The Commission report stated, in part, that it is the function of the public schools to stimulate and nourish individual development through learning opportunities for all pupils that will help each, according to his potential--

> Develop ability to reason, capacity and motivation for self-instruction, and effective means for self-evaluation.
>
> Develop effective values, ethical and moral integrity, aesthetic discrimination, civic and social conscience, physical, mental and emotional health, and respect for intellectual achievement.
>
> Gain access to the accumulated culture and knowledge of man.
>
> Develop necessary skills for vocational, social, and economic competence.

These are long-range goals which set challenges for basic research as well as for teacher education and for educators in the field. Commission recommendations for implementation of these goals indicate the new directions Oregon education will be taking.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W
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PB
CR - CLASS ROOM
LG - LARGE GROUP MEETING
OFF - OFFICE
P.B - PRIVATE BOOTH
S - SEMINAR
E.L. - EXHIBITION LOUNGE
T.O. - TEACHER'S OFFICE
W - WORKSHOP
P.A. - PROJECT AREA

Adaptable classrooms designed for Bailey Hill H.S. - Eugene

Guidelines for the future

LOOK FOR THE ESSENCE OF EDUCATION IN THE PROCESSES OF ACQUIRING AND USING KNOWLEDGE, RATHER THAN IN THE COMMAND OF INFORMATION.

Develop models for teaching these processes--the tool skills (reading, writing, and arithmetic), problem-solving and creative thinking, self-instruction, and self-evaluation, using mastery of the learning processes as criteria.

BEGIN TO NOURISH CREATIVITY, NOT ONLY IN THE ARTS AND SCIENCES, BUT ALSO IN THE CONDUCT OF PERSONAL LIFE.

Help each individual youngster to learn the art of selecting from alternatives, taking calculated risks, and making original, self-directed choices as opposed to conformity and imitation.

BUILD A COMMON CORE IN THE CURRICULUM WHICH CUTS ACROSS DISCIPLINES TO BUILD EFFECTIVE VALUES AND ATTITUDES.

Teach young men and women to relate cause and effect, to interest themselves in the great issues and problems of a shrinking world, and to develop, through affirmative and thoughtful choice of values, self-respect and respect and tolerance for the values of others.

DESIGN EDUCATIONAL PROGRAMS THAT RELATE TO THE ECONOMIC AND SOCIAL REALITIES OF OUR TIMES.

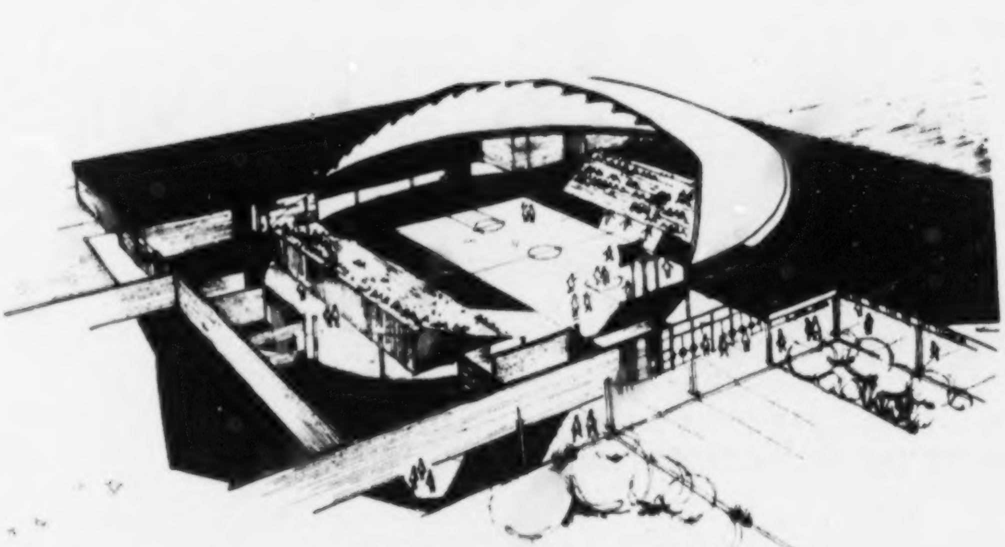
Abandon instruction mainly concerned with transmitting information. Rebuild programs in the major academic and vocational subject areas so that pupils are required to learn only the basic concepts or theories within each major area, giving major attention to learning the way in which each area relates ideas, forms questions, and permits rational inquiry.

RECOGNIZE THAT MOTIVATION TO LEARN IS CLOSELY TIED TO PHYSICAL, MENTAL, AND EMOTIONAL WELL-BEING.

Provide or coordinate guidance, health, welfare, social, and psychological services as they are needed. Begin in the elementary years so that such services are developmental rather than remedial. Recognize that children from backgrounds of poverty, neglect, or discrimination are asked to enter schools which have little to which they can relate and build programs that will assure the active participation of every youngster.

BUILD INDIVIDUALIZED PROGRAMS OF STUDIES.

Provide pupils with learning materials at their actual level of advancement in each subject area which permit them to move ahead in each area as rapidly as they can achieve the process goals and acquire the essential knowledge of each succeeding stage of advancement. This will require development of new means for evaluating pupils in terms of demonstrated proficiency in the areas through which individualized learning experiences have led them.



Domed gymnasium
Bailey Hill H.S. - Eugene

The critical question for education, according to the Governor's Commission, is: "To what extent can each youngster be offered what he needs to learn?" and in a statement issued by the Department in May of 1965, educators were urged to consider some new dimensions for individualizing instruction.

EXPAND KNOWLEDGE ABOUT LEARNERS.

Building individual programs will depend not only upon consideration of mental ability and achievement, but also upon ability to recognize and provide for individual, emotional, social, and physical requirements for learning at each stage of development.

PAY MORE ATTENTION TO TEACHER-PUPIL INTERACTION.

Give greater consideration to such variables as teacher personality, teacher attitudes, and peer group influence in grouping pupils for instruction.

ACQUIRE FLEXIBILITY.

The degree to which program, teaching strategies, schedules, buildings, classrooms, and environment can be adapted to individual program needs will have a critical effect.

PROVIDE THE RESOURCES FOR LEARNING.

The means for learning, the ways to reach a goal, must be as infinite and diverse as are the needs of learners.

Oregon Program funds have enabled some first steps to be taken in these new directions.

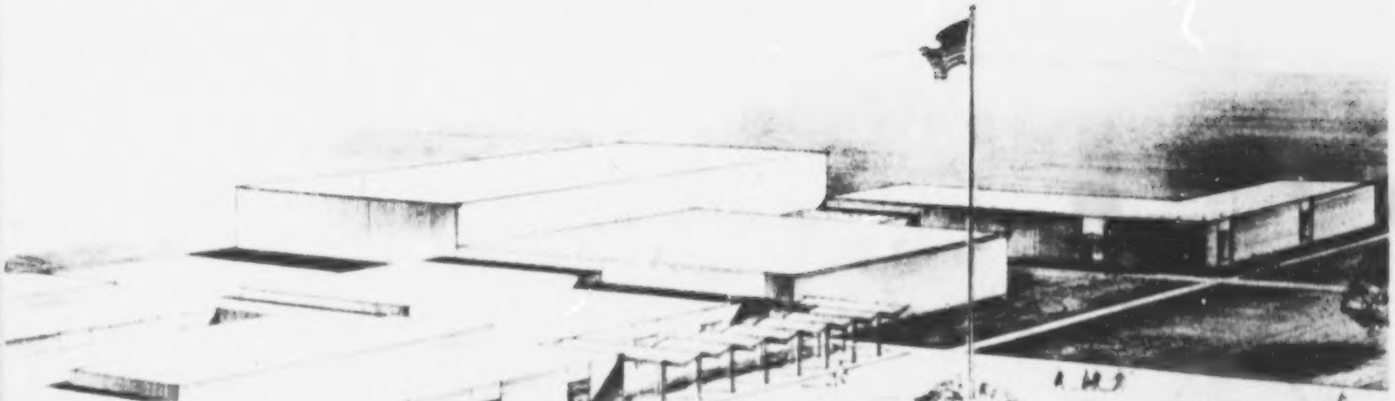
The third annual Oregon Program Workshop, held in the summer of 1964, concerned "The Structure of Knowledge and the Nature of Inquiry" and brought several of this country's most respected scholars to Oregon to discuss with school administrators the trends and new knowledge which will revolutionize the approach to education in the next few years.

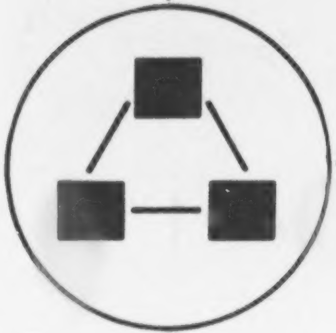
At the same time, **teachers** were participating in an annual Oregon Program team teaching workshop which provided a practicum in which they could apply the known techniques for helping children learn through inquiry and discovery. See Section 4 for reports of these workshops.

During the summer of 1965, Oregon Program workshops will enable administrators to deal with the problems of the disadvantaged child and teachers to study the dynamics of classroom interaction.

Much remains to be done toward expanding knowledge about learners, about teacher-pupil interaction, and about peer group influence on learning. However, The Oregon Program has encouraged many schools to improve their ability to individualize programs through increased flexibility and learning resources. As these practices improve and spread, they will open up new vistas to teachers and their pupils.

Madras High School

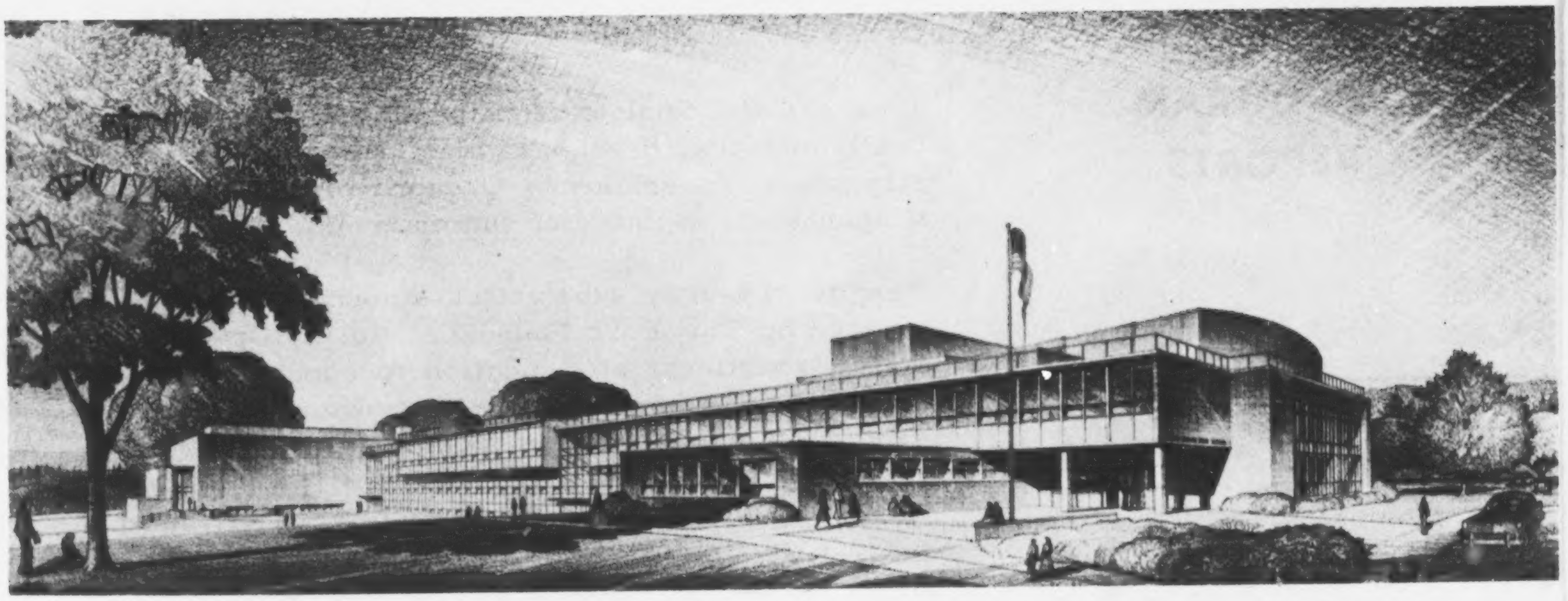




4. PROGRAM REPORTS

This and the final section of this report are really addenda, devoted to brief descriptions of all projects undertaken by Oregon Program participants and to financial summaries.

Despite the very substantial amount of funds granted by The Ford Foundation to the Oregon State Department of Education to conduct this cooperative, comprehensive improvement program, the enthusiasm and commitment of participating schools and colleges have prompted them to submit applications each year of the project period for more grant funds than there were available. Each year participants have revised their programs and budgets within approved allocations, choosing for implementation those that were of priority in terms of local needs and those there were most educationally sound and significant.



Wilson High School
Portland

Teacher Education Programs

Oregon State University, Corvallis

Oregon State University gave the greatest emphasis to the in-service preparation of the University staff and the improvement of supervising teachers of intern teachers. A one-day workshop was provided for over 150 supervising teachers to hear the rationale for clinical supervision explained.

One member attended the Cogan workshop in clinical supervision and a one-day workshop was held for the Oregon State University staff members, where emphasis was placed on clinical supervision. Attention was also given to the improvement of the intern program. Two consultants, Dr. William Kvaraceus of Tufts University and Dr. Fred Wilhelms of the National Association of Secondary School Principals, were invited to the campus to work with the Education faculty.

During the 1964-65 school year, Oregon State University placed 29 intern teachers in its three cooperating school districts, Beaverton, Coos Bay, and Corvallis.

The off-campus center developed in conjunction with the placement of intern teachers at Coos Bay was again in operation during the 1964-65 year. Coordination and supervision for intern teachers were provided by a resident coordinator, who was supplemented by faculty members from the Oregon State University campus.

Staff time has been provided for a faculty member to head a study of the professional sequence for elementary teachers. An attempt is being made to reorganize the professional education needed in the more meaningful pattern for the teacher education students.

The Science Education Department has conducted a series of seminars involving the key decision makers from each of the science departments to discuss ways in which science concepts and laboratory techniques can be taught to undergraduates preparing to teach. Dr. Arnold Strassenburg of the College Physics Commission and Dr. Ted Andrews of the Biological Sciences Curriculum Study Project and the Commission on Undergraduate Education in the Biological

Sciences spent one day each with the faculty representatives from the science departments to discuss promising developments in the United States for both the science major and the nonscience major interested in teaching.

University of Oregon, Eugene

In the 1964 University of Oregon Summer Session, four workshops were arranged for personnel of school districts participating with the University in The Oregon Program. These workshops provided a means to improve the competencies of supervising teachers in the areas of measurement, grammar in the elementary school, instructional materials, and materials and methods in elementary mathematics. Four seminars were held for the 22 intern supervising teachers from the four participating school districts and two seminars for supervising teachers of interns have been devoted to clinical supervision during the year. Clinical supervision has been practiced in the clinical professor organization in the Eugene Schools. Weekly seminars were held for University supervisors working with prospective secondary teachers.

Individuals traveled to the University of Pittsburgh, Iowa State Teachers College, the University of Wisconsin, Ball State Teachers College, and Michigan State University to become better acquainted with the curriculum materials center designed to attend to the development of a similar center to foster the teacher education program at the University of Oregon and to improve the quality of the supervision of the induction of new people into the teaching profession.

The University of Oregon has developed two sequences of professional education experiences--one leading to the student teaching experience and the other leading to the intern teaching experience to complete the requirements for certification. This was accomplished by arranging professional education courses in three blocks of time to be covered in three quarters, beginning in the junior year and running through the senior year for those students desiring to complete the practicum requirements via student teaching. For those students desiring to have the intern teaching experience, the first block begins in the junior year and the total program culminates at the end of the fifth year.

Evaluation and revision of the pre-service secondary teacher preparation program was continued during 1964-65, and the observation experience for secondary students was revised.

The School of Health and Physical Education has continued to evaluate and revise the professional preparation sequence for teachers aspiring to teach in the public schools. During 1964-65, two intern teachers were placed to teach physical education. Seminars and supervision for these interns were provided both by the School of Health and Physical Education and the School of Education.

During the 1964-65 school year preparation programs for persons having supervisory positions in teacher education were examined. The examination of the program was necessary if persons desired to make supervision of prospective teachers a career route. Career positions for persons working in teacher education programs have been established and include the supervising teachers of student teachers and intern teachers, the University supervisor, the resident coordinator, and the clinical professor. Experiences planned specifically to prepare people for these career positions include : (1) supervision of interns and student teachers; (2) systematic procedures of classroom observation; (3) practicum in clinical supervision; (4) seminar, teacher education; (5) supervision, literature and research; (6) advanced seminar, curriculum and supervision, and (7) internship in supervision. Other related courses are offered and supervisors are encouraged to avail themselves of them, particularly courses in the behavioral sciences having implications for supervision.

A program leading to a doctorate as a means for preparing for these career supervisor positions at the elementary school level included a primary area of elementary education, a supporting area of curriculum and supervision, and approximately 30 quarter hours in the behavioral sciences in the academic disciplines. The doctorate program for persons preparing to assume career supervisory positions at the secondary level includes a primary area in curriculum and supervision, a supporting area in the field to be taught, and approximately 30 quarter hours in the behavioral sciences and the humanities depending upon the supporting area. The program described above is part of the statewide effort to improve the quality of supervision during the induction process.

The position of clinical professor was created to forge a new link between the University of Oregon and the Eugene Public Schools in the teacher preparation program. The person who holds the position of clinical professor has a dual role. He provides training for classroom teachers in supervision skills in order to develop an increasing number of public school teachers who are competent supervisors. He cooperates with the University supervisor in the day-to-day supervision of interns and student teachers in order to improve their clinical experience.

In performing the dual role, a third function is assumed, that of liaison between two educational groups which have a common purpose. The linkage provided by the clinical professor assures better communication and greater understanding, facilitating fulfillment of a common goal: effective teacher preparation.

The clinical professorship is a joint appointment, having responsibilities to both employing institutions. Duties and responsibilities are in keeping with the modified organizational pattern which assigns responsibility to the institution (public school or university) best suited to perform a function in the teacher preparation program.

The University of Oregon continued to contact colleges and universities in the United States by means of letters and brochures to attract high caliber potential teachers to the program. The selection procedures were revised. Special attention was given to the best possible placement for the intern teacher considering his background, preparation, and the opportunities provided in the school district for developing his maximum potential.

Eastern Oregon College, LaGrande

One secondary supervisor attended the Cogan clinical supervision workshop and the techniques learned will be used to improve the supervision of interns and student teachers to the point where every secondary supervisor and four of the elementary supervisors have experienced the cycle several times during the year.

The college curriculum improvement program has resulted in a proposal for a different pattern of professional experiences to integrate course work into the professional sequence. The recommendations will be initiated under a new Director of Education in 1965-66.

Four interns completed their intern year in the Pendleton Public Schools. As a result of recruitment, selection, and retention efforts, the college reports that there are fewer problems occurring during student teaching and fewer beginning teachers leaving the field after one year of teaching.

Research has been undertaken to provide a better instrument for recommending grade placement to the prospective teacher.

Linfield College, McMinnville

One person was sent to the Cogan clinical supervision workshop and has used the skills acquired to improve the supervision of intern teachers in McMinnville and Newberg. Three in-service training sessions were provided to acquaint supervising teachers with the ideas and possibilities entailed in team teaching organizational patterns.

One intern supervisor has participated in the clinical supervision workshops and conducted in-service training sessions for school district supervisors.

Eight secondary interns were placed in McMinnville and Newberg.

Southern Oregon College, Medford

Four half-day workshops were held in which all school district and college personnel directly concerned with the program participated. The meetings were designed basically to achieve understandings regarding supervision as a means to upgrade the learning experiences of associate teachers and intern teachers. Major items for consideration included: (1) evaluation and supervision techniques and procedures as means for improvement of instruction; (2) co-planning involving the supervisee, the district supervisor, and the college supervisor; (3) roles and responsibilities of the building principal and department head in The Oregon Program; (4) development of procedures for the gradual induction of associate teachers and intern teachers, and (5) intern year expectations as related to the five-year teacher preparation program.

Two members of the Southern Oregon College staff were sent to the Cogan Clinical Supervision Institute and during the 1964-65 school year gave three full time intern supervisors employed by the school district special training in clinical supervision techniques. During the spring term, associate teacher supervisors and principals were also given specialized preparation in clinical supervision. Supervision students participating in the college supervision class were given some preparation in clinical supervision and demonstrations of the Cogan technique were presented to the college laboratory school staff. Both staff members who participated in the Pittsburgh supervision institute during the 1964 summer session are now engaged in planning a Clinical Supervision Workshop to be held on the Southern Oregon College campus during the 1965 summer session.

Three members of the Southern Oregon College staff investigated the San Diego State College off-campus center for preparing teachers. One member of the college staff spent two weeks visiting Midwest institutions to investigate internship programs, particularly those which involve off-campus centers.

Eight faculty members were engaged throughout the year in a comprehensive and detailed study of the elementary and secondary teacher education curricula and their recommendations have been submitted to the Director of Teacher Education for appropriate action.

Southern Oregon College has instituted an Associate Teacher Program in which fourth-year teacher education majors teach part-time in the public schools as interns and become full-time interns in their fifth year. In 1964-65 seven elementary and three secondary associate teachers were recruited and participated in the program, which is conducted in the same manner as the intern program. Eleven elementary and five secondary interns were placed in the Medford School District last year.

Oregon College of Education, Monmouth

Long-range plans for the development of a group of highly skilled supervisors of student teachers and intern teachers are being carried out through the application of ideas gleaned from college faculty in-service activities. Two of the faculty attended workshops at Temple University and the University of Pittsburgh and six supervisors' conferences were held on the campus as a part of the ongoing Oregon Program activities. Several members of the faculty traveled to gain information about new programs. This has resulted in new ideas in the organization of off-campus intern teaching centers with all of the accompanying organizational problems. In addition, two faculty members have gained increased knowledge and understanding of the new reading program in ITA and another member of the faculty visited programs in Utah and Wisconsin to observe nongraded schools. Several members of the faculty have participated in workshops and meetings with authorities in the field of child development.

The Curriculum Committee initiated under The Oregon Program has now become a permanent part of the committee structure at Oregon College of Education. During 1964-65 the committee developed a proposal for major changes in the program of elementary teacher education and assisted in the development of new programs in art, music, special education, and physical education by coordinating plans for screening and selection of candidates and through consultation about new program developments.

During 1964-65, interns were placed in Dallas, Lake Oswego, Salem, Stayton, and Tigard. Three college supervisors worked with the interns and conducted concurrent intern seminars. Substantial effort has been directed toward the development of new off-campus centers for interns and special emphasis will be given to the development of new supervisory roles and other positions necessary to insure the best working relationships. This phase of the program may move slowly as cooperative arrangements are developed with each area. Six conferences for college and district supervisors were held on the campus.

Lewis and Clark College, Portland

Greatest gains were made in developing a program for supervising teachers. The program was initiated with a seminar on newer techniques of supervision for administrators and department heads from Gresham, Parkrose, and Reynolds districts.

Greatest gains were made in developing a program for supervising teachers. One faculty member attended the Cogan clinical supervision workshop and the Lewis and Clark program was initiated with a seminar for administrators and department heads from Gresham, Parkrose, and Reynolds districts on new techniques of supervision.

Five interns were placed at the secondary level in Gresham, Parkrose and Reynolds districts.

Portland State College, Portland

The professional term for elementary teachers has been developed with clear cut guidelines and revised experiences for students. Released time was given to faculty to develop better contacts with selected public schools, identify and individualize programs to develop skills and concepts, and develop a system of continuous evaluation. Plans for a professional term for secondary teachers have been replaced by the internship block to make professional education content more meaningful, eliminate unnecessary duplication, and eliminate gaps in the total teacher education content.

Thirteen interns were placed in David Douglas, Milwaukie UHS, and Portland districts.

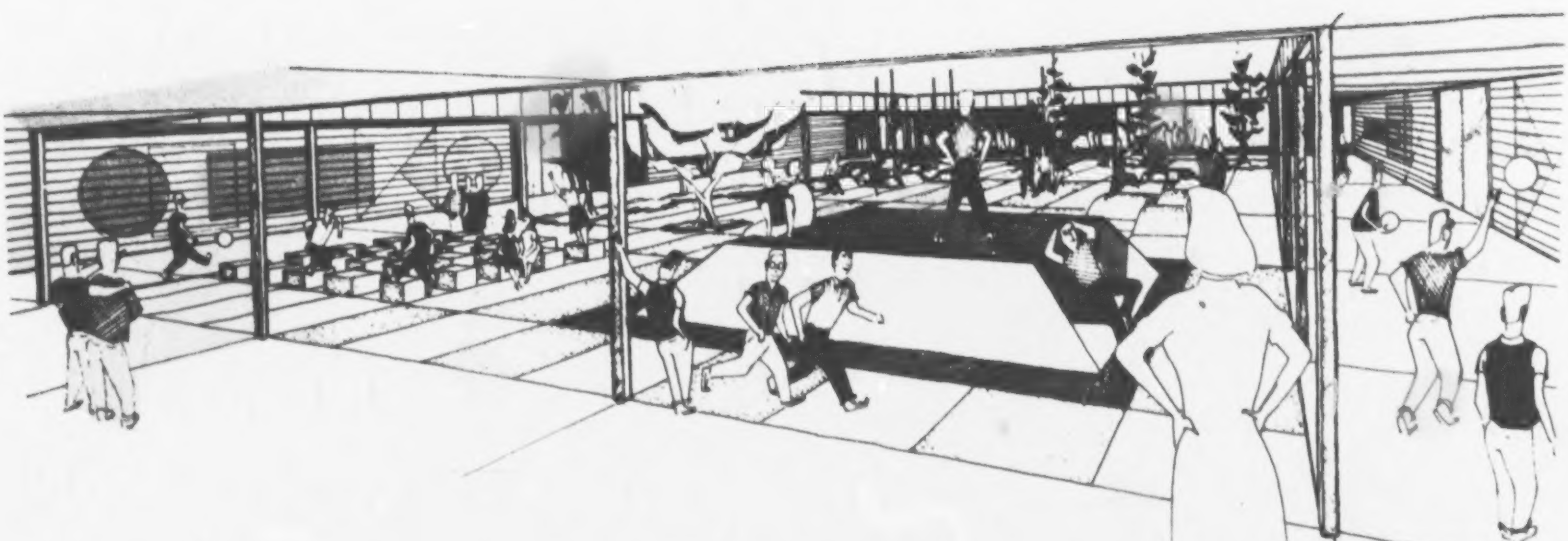
One of the most productive activities of the 1964-65 school year has been that concerned with the development of a program of clinical supervision for the induction of new people into teaching.

Four elementary schools and one high school in Portland were selected for an experimental approach in improving supervision. Three public school teachers were selected and given joint appointments as clinical supervisors who would work with the teachers in their respective schools in a systematic program for the advancement of supervisor skills and to improve the schools as laboratories for teacher education. Preliminary plans for this program were presented at six Saturday seminars held during the spring quarter of the 1963-64 school year for the 36 supervising teachers involved in the three units (12 supervising teachers with each clinical supervisor). The three jointly appointed clinical supervisors were sent to Pittsburgh during the 1964 summer session to participate in a workshop in clinical supervision with Dr. Morris Cogan.

Portland State College concentrated the assignment of teacher education students to the four elementary schools and one high school to which a clinical supervisor had been assigned for their period of practice required for induction into the teaching group. (Each elementary supervisor had two elementary schools under his jurisdiction.) In each of these schools a comprehensive program to improve the supervisory practices of teachers who were working with these inductees was presented. Preliminary reports indicate that this program is widely accepted and that students inducted with this kind of supervision believe they received more valuable help than under previous patterns.

Two other school districts, Milwaukie No. 5 and David Douglas, plan to participate in a similar arrangement with Portland State College during 1965-66. A jointly appointed clinical supervisor has been named in each of these districts and the same plan followed in Portland during 1964-65 will be extended to these districts in 1965-66. In preparation for the extension of this program, seminars designed to demonstrate and explain the program have been presented to selected faculty members in the school districts. Portland State College is also looking forward to the extension of this program to Milwaukie No. 1 and in preparation for this extension has conducted a series of six all-day seminars to selected faculty members in the Milwaukie #1 District.

In May a demonstration of some of the techniques of clinical supervision which have been developed in the past year were presented to high school and elementary principals in the Portland metropolitan area. More than 150 administrators were present to witness this demonstration and hear an explanation of what Portland State College believes will be a program of statewide clinical supervision which not only improves growth opportunities for student teachers and intern teachers but will be of value if applied to all first-year teachers. The feedback from those present reflected a high degree of enthusiasm and support for this program.



Central activity area -
Menlo Park School -

Statewide In-Service Program

Workshop on The Structure of Knowledge and The Nature of Inquiry

Oregon school superintendents and curriculum directors placed both student and teacher in a new perspective during a two-week workshop in 1964 on The Structure of Knowledge and The Nature of Inquiry sponsored by the Department of Education's Division of Education Development as part of The Oregon Porgram.

The workshop was conducted to give Oregon administrators a comprehensive look at new theories about learning and the structure of knowledge--theories that have grown out of the pioneering investigations and experiments of such educators as J. Cecil Parker of the University of California at Berkeley, Hilda Taba of San Francisco State College, Goodwin Watson of Columbia Teachers College, J. Richard Suchman of the University of Illinois, and Louis J. Rubin of San Fernando College, California.

These educators were present at the workshop to interpret their findings and consult with administrators on the implications for curriculum and instruction.

Administrators were asked to consider including in curriculum five kinds of learning processes to be taught as content: (a) thinking, inquiry, and problem solving; (b) using values to make choices; (c) relating; (d) providing and seeking facts; and (e) perceiving the world today. Speakers stressed that "learning about learning" should be a part of curriculum.

Elementary Team Teaching Workshop

Over 40 elementary teachers from Oregon, Washington, and California, attended the second annual Oregon Program Team Teaching Workshop held at Morningside School in Salem from June 22 through August 1, 1964. The workshop was a cooperative effort by the State Department of Education, the Salem School District, and the Oregon College of Education and carried nine hours of credit.

Workshop activities included a seminar and a practicum involving 400 Salem grade school pupils who enrolled for a six-week summer enrichment program. Participants planned, observed, and conducted team instruction each morning and attended lectures and seminars on theory, knowledge, and skills related to team teaching in the afternoon.

Dr. Philip Lambert of the University of Wisconsin, Dr. Richard Woodward, Coordinator of Instructional Materials and Services for the Lexington, Mass., public schools, and Dr. Ned Flanders of the University of Michigan were the workshop consultants.

A similar workshop, stressing the dynamics of classroom interaction, will be held in Salem during the summer of 1965.

Conference on Improvement of Small High Schools

Plans for an Oregon Small High School Improvement Project were unveiled at a Small School Conference held in Portland March 3 and 4, 1965. About 200 school board members and administrators of high schools with an enrollment of 200 or less attended the conference. Conference leaders included: Leon P. Minear, Superintendent of Public Instruction; Willard Bear, Assistant Superintendent, Division of Instruction, State Department of Education; Frank Bennett, President Emeritus, Eastern Oregon College of Education; David Densley, Past President, Oregon School Boards Association; James B. Ellingson, Director of Secondary Education, State Department of Education; Robert King, Superintendent of Schools, Meeker, Colorado, Member of Western States Small Schools Project; George Kontos, Consultant, Division of Education Development, State Department of Education; Harold Mason, Certification Officer, State Department of Education; Ray Osburn, Supervisor, School Facilities and Standardization, State Department of Education; Dennis Patch, Director, School Lunch, State Department of Education; Clifford Robinson, Superintendent of Schools, Klamath County; and Dale Skewis, Northwestern Association of Secondary and Higher Schools and Consultant, Secondary Education, State Department of Education.

The project itself, which will extend over the next several years, will have two phases: (1) self-evaluation, using selected sections of the Evaluative Criteria published by the National Study of Secondary School Evaluation, which will begin next fall; (2) a follow-up phase in which survey teams will visit the participating schools to check the validity of self-evaluations, help schools select areas in which improvement programs should be undertaken, and evaluate contributions each school can make to the overall improvement project.

This is essentially a self-improvement program in which the State Department of Education will serve as a coordinating agency.

Seminar on Curricular Development in the Physical Sciences and the Implications for Teacher Preparation

The seminar was designed to bring the latest thinking and results of research and program development in physics and the general physical science area for the high school physics and junior high school science teachers as well as for the nonscience major. Dr. Arnold Strassenburg from the National Commission on College Physics was the consultant for a seminar which was attended by 40 members from the physics departments of the colleges and universities involved in the preparation of teachers and selected high school physics teachers.

The Harvard Physics Project was explained by Dr. Alfred Bork from Reed College; the work of the Physical Science Study Commission was discussed by Dr. Byron Youtz also of Reed College; a demonstration of the high school PSSC program was presented by Mr. Carl Nebel of South Salem High School; and a Harvard Physics Program demonstration was presented by Mr. Lloyd Ingraham as it has operated at Grant High School in Portland, Oregon.

Dr. Strassenburg also discussed several innovations in the teaching of college physics to undergraduate students (both majors and nonmajors) with 30 college professors and a group of selected high school physics teachers at Oregon State University in addition to his participation in the one-day seminar held in Salem.

Seminar on Curricular Developments in the Biological Sciences and the Implications for Teacher Education

Dr. Ted Andrews, presently Director of the Biological Sciences Curriculum Study Project and scheduled to become attached to the Commission on Undergraduate Education in the Biological Sciences, spent one day in Salem discussing the work of the Commission on the Biological Sciences, the Biological Sciences Curriculum Study Project, and the implications of CUEBS and BSCS for teacher preparation.

Tom Witty of Wilson High School presented the Biological Sciences Curriculum Study program at Wilson High School in Portland, Oregon, and a panel of teachers (Sister Corrine Clay, John F. Kennedy High School, Mt. Angel; Ed Markisen, Lake Oswego High School; Harry Dawson, McMinnville High School; and William Oberteuffer, Marshall High School, Portland) discussed the laboratory blocks program, the second level program, and the special materials program.

Dr. Andrews discussed the work being done in the life sciences that has implications and applications for teacher preparation. This seminar was attended by 45 biology teachers from the colleges and universities approved for the preparation of biology teachers in Oregon along with selected high school biology teachers.

Teacher Education Seminar

Dr. Harry Broudy, Professor of Educational Philosophy at the University of Illinois, discussed "Education as a Field of Professional Study" and "Problems and Dimensions of Professional Study." Representatives from all of the colleges and universities approved for the preparation of teachers were in attendance at this conference and had an opportunity to look at a paradigm developed by Dr. Braudy which enables an institution to determine the extent to which its teacher preparation program is complete for all of the positions for which it desires to prepare professional personnel.

Dr. Broudy discussed the work of the project in which he is involved under a grant from the U. S. Office of Education. He and a group of experts in philosophical foundations are attempting to identify the content that is relevant to the problems in education dealing with aims and policies, curriculum development, organization and administration, and teaching and learning.

The challenge that Dr. Broudy left with the participants was to make the same kind of analysis in the social foundations, societal foundations, historical foundations, the special subject areas, the technical areas, and the various clinical laboratory and internship experiences provided for the proper induction of new people into the teaching profession.

Seminar: The Teaching of Reading for High School Students

A one-day seminar was held to discuss the problems of high school students related to reading problems and the kinds of experiences colleges and universities are obligated to provide for all high school teachers in order for them to deal adequately with the learning difficulties exhibited by high school students that are caused by the inability to read.

Dr. Ned Marksheffel of Oregon State University made two presentations entitled, "The Teaching of Reading in High School" and "Problems in Teaching The Teaching of Reading." Dr. Walter Hill discussed the reading program for high school teachers that was developed at the University of Oregon.

An attempt was made to involve high school teachers from all subject matter areas and representatives from all of the colleges and universities in the state preparing high school teachers to identify the kinds of things that should be included in a college program to meet the requirements of the teaching of reading in the high school for certification.

Seminar on the Preparation of School Administrators

A two-day seminar was held to discuss the preparation of school administrators. Since a number of institutions had expressed a desire to submit programs for the preparation of school administrators to the State Board of Education for approval, the State Department of Education felt that the opportunity to discuss all that is entailed in the preparation of high quality administrators would be of tremendous value to these institutions as well as to the state. As a result, four of the top leaders in the United States in the field of school administration were brought to Oregon to interact with the key decision makers at each of the colleges and universities interested in preparing school administrators.

Dr. Roderick McPhee, Harvard University, Cambridge, Massachusetts, gave an overview of the preparation of quality school administrators.

Dr. W. W. Charters, Social Psychologist from Washington University, St. Louis, Missouri, presented a paper entitled, "The Behavioral Sciences and Their Implications and Applications for the Preparation of School Administrators."

Dr. Jack Culbertson, Executive Secretary of the University Council for Educational Administration, Ohio State University, Columbus, Ohio, discussed the common and specialized learnings in the preparation of school administrators.

Dr. Luvern Cunningham, Director of the Midwest Administration Center, University of Chicago, demonstrated the ways in which newly developed instructional materials have been used effectively in preparing high quality school administrators.

Since Oregon is in the process of shifting from certification of professional personnel by examination of transcripts to certification on the basis of recommendation from institutions who have approved programs, it was felt that the best thinking in the United States should be brought to Oregon so that the professional decision makers at the institutions interested in developing high quality administrator training programs could have the benefit of this thinking as they began to organize and develop programs to prepare school administrators in Oregon.

Seminar to Discuss Gallagher's System for Classifying Thought Processes in the Context of Verbal Interaction

Dr. James Gallagher, Professor of Education, University of Illinois, presented his system for categorizing teacher-pupil verbal interaction to enhance productive thinking to the professional decision makers in the state who have accepted the responsibility for developing a specialized instructional program for preparing quality supervising teachers. Dr. Gallagher emphasized the importance of teachers having a schema by which they could continually assess and thereby control their own spontaneous behavior as they interact with students in the classroom. By acquainting supervising teachers with the means of assessing teacher-pupil behavior to attain different kinds of cognitive goals, the teacher is able to determine what kinds of teacher behavior are most conducive to developing divergent thinking, convergent thinking, cognitive memory, or evaluative thinking.

The seventeen instructors in the two summer workshops in Clinical Supervision plus representatives from all of the fifteen colleges and universities approved for the preparation of teachers in Oregon participated in this seminar.

Seminar on Sensitivity Training

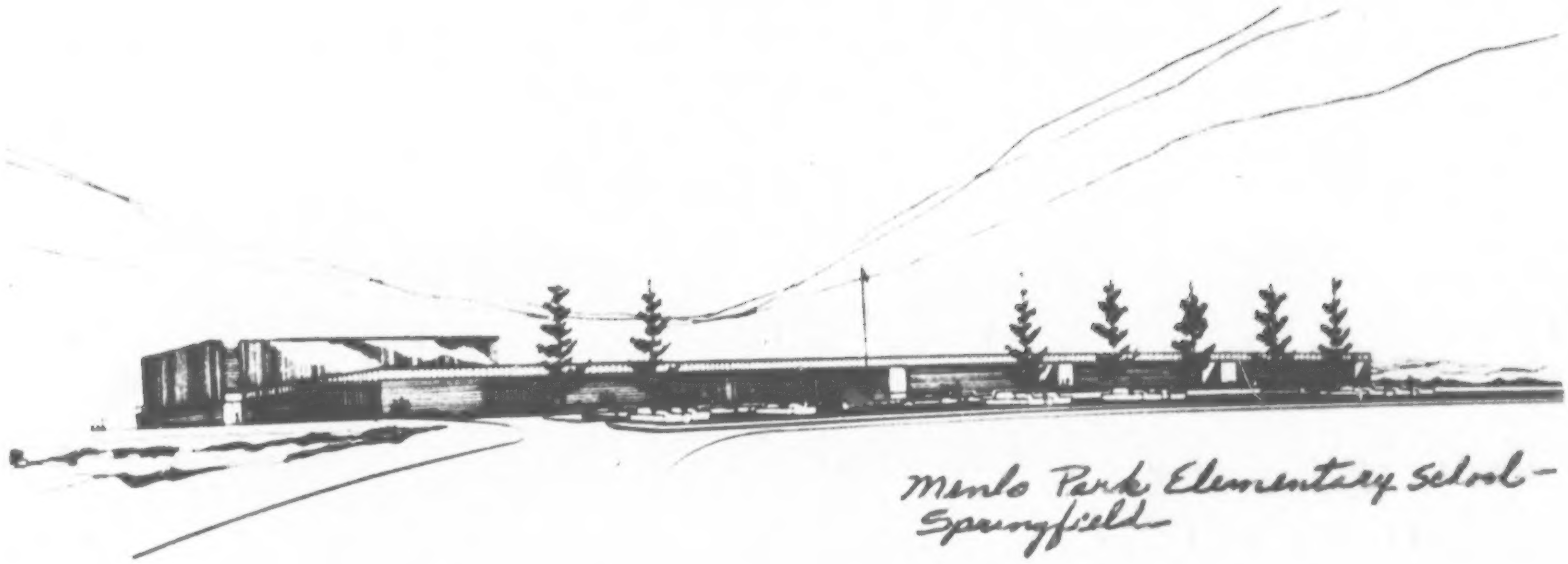
Dr. John Wallen, Social Psychologist from Portland, spent three days working with the seventeen instructors of the two summer workshops in clinical supervision in the area of sensitivity training.

Dr. Wallen emphasized the importance of establishing a trust relationship between the supervisor and the person being inducted into teaching. This is especially important during the period of practice when the anxiety is at the highest level for the prospective teacher. The ability to establish a trusting relationship with the person being supervised is one of the prerequisites for supervisor influence in developing desirable behavior patterns of prospective teachers. The assumption is made that before a person can fully understand the feelings and sensitiveness of another person, he needs to be aware of his own feelings and sensitiveness. The work with Dr. Wallen enabled the instructors of the supervising teachers in the summer workshops to be aware of these factors as they worked together in an atmosphere that had possibilities of being threatening to the students of supervision.

Dr. Wallen will provide a similar kind of experience for the supervising teachers who will be attending the workshops in clinical supervision at Eugene and Portland during the 1965 summer session.

There is evidence to support the hypothesis that a person who has been immersed in this kind of training is more effective in helping another person change his behavior patterns.

It is hoped that eventually all supervising teachers will have received instruction in sensitivity training. Whether or not this goal can be attained depends on the availability of continued financing from sources outside the state.



Menlo Park Elementary School -
Springfield

Elementary Programs

Beaverton

Two teams of 11 teachers, and a teacher aide have the third, fourth, fifth, and sixth grade programs for 254 pupils. Ridgewood School.

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Team teaching at the third and fourth grade level and at the fifth and sixth grade level incorporates cross grade achievement grouping in language arts. There are 120 to 125 pupils, four teachers, an intern and a teacher aide on each team, plus 3/5 music teacher, 2/5 physical education teacher, and a full-time librarian who serves as reading teacher for each team. Team teaching will be extended to grades one and two next year and will be incorporated with a continuous progress program. Cedar Mill School.

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A new science program has been introduced at the eighth grade level by two teachers and one intern. A team teaching project in English is being planned. Whitford School.

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A continuous growth plan replaces grades one, two, and three with nine or ten levels of learning through which each child progresses at his own rate. No time limit is set for the completion of any level. Teaching techniques, instructional materials, and visual aids are geared to the ability and achievement of pupils within each level. Cooperative teaching is being incorporated in music and physical education. Nine teachers, 219 pupils, a librarian, physical education teacher, and music teacher are involved. C. E. Mason School.

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A modified Joplin Plan provides opportunity for growth in reading for the average, slow, and superior reader. This program has been very effective and the staff, children, and parents have worked harmoniously together at two schools. Both programs are expected to develop into true nongraded patterns of organization. Vose and Beaver Acres Schools.

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Bethel

Cross grade grouping involves two teachers and two grade levels in the Bethel Elementary School.

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Three teachers, two interns comprise a team teaching music, physical education, and science on the fifth and sixth grade levels. Malabon Elementary School.

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Cooperative teaching involves eight teachers on the fourth, fifth, and sixth grade levels in the language arts, social studies, and arithmetic. Fairfield Elementary School.

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A limited nongraded primary program will be expanded to all primary classes next year and to the entire school the following year. Clear Lake School.

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Teacher aides have been used in Bethel, Clear Lake, Danebo, Malabon, and Fairfield Elementary Schools.

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Coos Bay

A team of four elementary intern teachers is teaching three classrooms or about 75 students under the supervision of a full-time master teacher. Three such teams are in operation, two involving third and fourth grade students and one involving grades five and six.

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Eleven teachers and 280 students at Eastside school are cross grading and achievement grouping for one hour and forty minutes each day for language arts instruction to have greater opportunity to meet individual needs. Charleston and Englewood schools have adopted modified versions of this plan; other schools are developing plans for next year.

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Two teachers are using aides at Blossom Gulch School and Englewood Schools.

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Corvallis

Seven intern teachers were employed during the 1964-65 school year--six at the elementary level and one at the secondary level.

Dallas

Fourteen teachers and 400 students are involved in a successful continuous progress program which encompasses all grades, one through six. Lyle School.

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David Douglas

Team teaching in a nongraded primary program involves seven teachers and a teacher aide. The team is attempting to provide individualized instruction during the first three or four school years. Cherry Park School.

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Team teaching in a nongraded primary program involves nine teachers. Again, the team is attempting to provide individualized instruction during the first three or four years of schooling. Gilbert Primary School.

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A team teaching and intra-grade grouping project involves nine teachers and a teacher aide in grades one, two, and three. The basic assumption in this project is that children's needs can be more adequately met through a team teaching approach and planned grouping per grade level. Earl Boyles School.

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Cross grade grouping for reading instruction is accomplished by seven teachers and a teacher aide who have implemented a modified "Joplin Plan" for reading instruction in grades four, five, and six. North Powellhurst School.

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A team of three fourth grade teachers and a teacher aide is grouping for instruction in language arts and is developing materials to be used on "listening posts." West Powellhurst School.

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A sixth grade team involves a team leader, three teachers, and a teacher aide. Ventura Park School.

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Lake Oswego

A continuous progress program for kindergarten through grade three involves ten teachers, an intern, and a teacher aide. There is articulation through intermediate grades. Uplands School.

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Two teachers and two interns are instructing three sections of the second grade. Closed cirucit television is used as an educational aid in this building. Forest Hills School.

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Four teachers, two student teachers, and a teacher aide are involved in cross grade grouping at the forth and fifth grade level. Lake Grove School.

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Three teachers and an aide cooperate in instructing social studies and language arts at Palisades School.

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In a Taped-Teaching Project, teachers are developing teaching tapes as auto-instructional aids in primary grades. Tapes are used mainly in reading skill development. Uplands, Palisades, and Lakewood Schools.

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Medford

Team teaching at the fifth and sixth grade level is in operation at two elementary schools. One team has four teachers and a teacher aide, and the other team has five teachers and a teacher aide. These two teams have approximately 320 students within the team structure on a daily basis. Hoover and Wilson Schools.

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Milwaukie No. 1

Four elementary schools have nongraded primary programs involving 41 teachers. Plans are to explore new techniques for individualizing instruction next year.

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Cross grade grouping in language arts is being used in two elementary schools in the intermediate grade areas, this involves thirteen teachers.

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Pendleton

Kindergarten through sixth grades are using an individualized approach to reading and children are reading material on their personal reading levels. Plans are being made to extend a continuous growth program to all subject areas, in all elementary schools. The first step in that direction is the multiple adoption of science and health books. Later grade levels will be broken and different grade level books will be placed in each room.

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Four elementary intern teachers were placed in the Pendleton School District from Eastern Oregon College. These interns were assigned to two supervising teachers and the three were responsible for two classrooms of children in the same building. Hawthorne and Lincoln Schools.

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Portland

Four pilot elementary schools are developing individual instruction patterns in the eight year program of the schools with special emphasis on the seventh and eighth grade teaching arrangements. Instruction is designed for development of factual information, tools of learning, individual study skills, ability to do critical thinking, creative expression, and good citizenship patterns.

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Twenty-eight homeroom teachers, three consultants in instruction, and teachers responsible for music, physical education, industrial arts, home economics, crafts and art, and remedial reading. Principals of these schools act as a coordinating committee.

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While the implementation of team teaching and flexible scheduling varies among the schools, each program will include the following:

1. Provision for flexible scheduling for individual differences through grouping in mathematics, developmental reading, science, foreign language, language, and creative arts.

2. Provision for teacher planning time, curriculum development, and evaluation of instructional practices.

3. Provision for large blocks of time for team teaching to allow large-group presentations, small-group seminars, and individual study.

4. Development of resource centers for individuals to study in depth.

5. Development of audio-visual aids and additional teaching aids, utilizing graphic arts and other media.

6. Utilization of interns to provide enrichment in instruction and to release team leaders for planning.

7. Utilization of teacher aides in preparing course outlines, graphic arts material, scoring objective tests, and reproducing needed supplemental teaching materials.

8. Development of programming to insure time allotments for instruction in all areas of the curriculum.

9. Utilization of teacher strengths in subject matter areas through group planning and special teaching assignments.

10. Adaptation of pupil evaluation and reporting to show progress as noted by all team members.

11. Provision for counseling and guidance activities designed to meet the needs of early adolescents.

Arleta, Glencoe, Markham, Rose City Park Schools.

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Roseburg

A team of one supervising teacher, three interns, and a teacher aide in grades five and six, Riverside Elementary School. Classes are self-contained but flexible grouping and time scheduling permits programing to each teacher's strength.

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Salem

Elementary team teaching in the Salem school district is a plan of elementary school organization in which a team leader, who is paid an added stipend for leadership responsibility, from two to five regular teachers, one auxiliary teacher (a substitute teacher employed for forty-five days a year), a teaching intern, a student teacher, and a clerical aide (employed from five to seven hours per day) are responsible for all, or nearly all of the instruction for a group of elementary children from at least two grade levels. This plan of organization establishes a hierarchy in teaching, permits flexible grouping and time scheduling, and takes advantage of the special strengths of teachers. Cooperative planning is an essential part of the team program. Approximately 1,055 pupils and 37 teachers are involved in this project. Candalaria, West Salem, New Hayesville, Faye Wright, Brush College, and Salem Heights Schools.

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Fifty teachers, 1,197 pupils, four interns, and four aides are involved in the implementation of continuous growth primary program in six elementary schools. Children are not enrolled in the usual graded program but are enrolled in the primary school for three years. Each child begins where he is ready to begin and is grouped with children of similar developmental levels for a large part of the day, transferring from one group to another whenever he is ready. Bush, Englewood, Richmond, Morningside, Washington, and Hoover Schools.

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In the intermediate grades, Salem is developing an organization in which all subjects except language arts and arithmetic are taught to homeroom classes composed of heterogeneous groups of pupils. Pupils in the intermediate grades are regrouped usually two times a day for language arts and arithmetic based on their general achievement or performance level. Some cross grading is done (i. e., some fifth and sixth grade pupils are taught together and some fourth and fifth grade pupils are taught together). Special effort is made to accommodate the individual differences of children in these two skill subject areas. Normally smaller groups are provided for those children who have special learning problems. Interns and clerical aides are employed in this program. Morningside and Keizer Schools.

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Springfield

The levels approach to nongrading is currently operating in four elementary schools for grades one through three, and two additional schools expanded this approach to include grades four through six. The levels approach in developmental reading, in mathematics, in science, and in spelling, involves 121 teachers and 3600 students. Seventeen teachers and one consultant gave concentrated study to the problem of recognition and coping with the gifted child in a nongraded situation. This study and later involvement with other teachers has impact upon 4500 students.

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A team of five teachers and one consultant working in grades five and six was expanded to include grade four and incorporate the levels approach to nongrading. Lee School.

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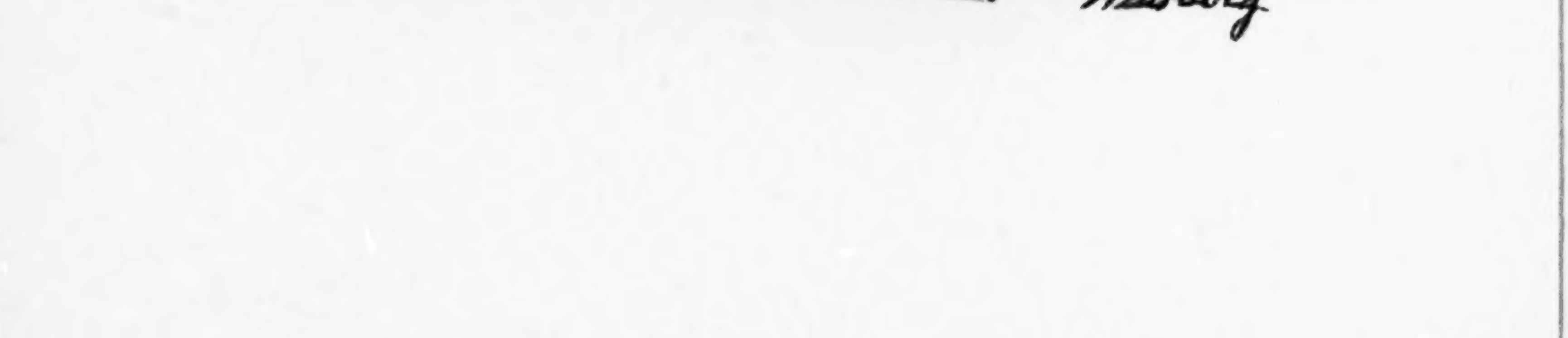

Newberg High School -
Newberg

Secondary Programs

Beaverton

At Beaverton High School twelfth grade students are in a team for Modern Problems. Some cross discipline team teaching is being done with eleventh grade students in American Literature and United States History. In the past teams have been used in several areas of mathematics (algebra, geometry, general math) but present building facilities make this impossible to continue until the next school year. Two interns are presently on the staff, but will not be used next year.

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Sunset High School has three teaching teams. The Modern Problems team consists of three teachers and a teacher aide, meets three classes of approximately 95 students each. The activities of these classes include large group presentation, and small group seminars, medium classes of about 30 students each, and independent study. The English team of three teachers and one teacher aide meets three classes of about 90 students each; three Speech I classes of about 40 students each are being taught by a team of two teachers, which arrangement allows small groups for public speaking, a large audience where applicable, and an opportunity for five to ten groups of two students each to work independently with individual problems using a tape recorder.

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Bethel

Team teaching in social studies involves three teachers and an intern. Some team teaching has been done in the language arts. Willamette High School.

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All teachers of Willamette High School have been involved in preparing for computer developed, modular flexible scheduling in cooperation with Stanford University in 1965-66. The high school had a partial flexible program during the past year.

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Teacher aides have been employed in Cascade and Shasta Junior High Schools and at Willamette High School.

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Coos Bay

Four intern teachers are in training at the junior high school level and three are in training with senior high teachers. Millicoma Junior High and Marshfield High School.

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Eleven teachers are engaged in a team teaching program for 1700 students in all social science areas of study. Cooperative planning for optimum staff utilization with large and small groups of students is involved. Marshfield High School

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Dallas

A seventh grade language arts and social studies team consists of three teachers, two interns, one aide, and 125 students. Dallas Junior High School.

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Two teams of two teachers each are teaching American history and junior English. Each team has approximately 60 students and the assistance of student secretarial help from the office practice and distributive education classes. Dallas High School

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In-service education and planning has been directed toward establishment of teaching teams in physical education and biology in 1965-66. Dallas High School.

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David Douglas

Four teachers working as a team are developing a course in humanities to meet the needs of students in a comprehensive high school, helping them relate the historical development of mankind in music, art, language arts, and history. Team teaching of Modern Problems, twelfth grade, involves two teachers, one intern; two teachers are working as a team to improve instruction in chemistry; two teachers and one intern taught as a team in world geography. David Douglas High School.

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Lake Oswego

The entire social studies curriculum at Lake Oswego High School is taught by three teams in a center designed for team teaching. Eight teachers and a teacher aide comprise the teams.

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A psychology team, consisting of two teachers is participating in a cooperative venture in instruction of psychology for senior students. Lake Oswego High School.

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Tele-lecture, the use of telephone and amplifiers as a means of extending instructional resources has been used by both the social studies and psychology teams.

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At the junior high level, five teachers, an intern, and an aide work cooperatively instructing language arts and social studies at Lake Oswego Junior High through an English laboratory. An intern participates in this program.

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McMinnville

Team teaching is going on in McMinnville High School in English at the sophomore and senior levels. This program involves four interns, two classroom teachers, and approximately 300 students.

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Medford

The senior high school has two English teams, two social studies teams, one math team, and one science team in operation this year. There are sixteen teachers involved in these team approaches. They teach a total of 1100 students on a daily basis. The teams work with interns and use teacher aides. Medford Senior High School.

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Every student in Medford High School is assigned to a group guidance period every day. The period is 28 minutes long and is used for vocational guidance, college scholarship counseling, and other guidance activities which lend themselves to the group approach. In addition, this period is used for various student programs and guidance films. There are ten teachers, three teacher aides, and 2100 students involved.

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There are eight teams in operation at the junior high school level involving 19 teachers and 1400 students. The junior high teams are in the areas of geography, English, history, algebra, and social studies. The teams work with interns and use teacher aides. Hedrick and McLoughlin Junior High Schools.

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Newberg

Two teams consisting of one teacher and two interns teach world culture and biology at the sophomore level. There are approximately 200 students in each program. The biology team will be dropped next year. Newberg High School.

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Pendleton

Outcome of team teaching workshops and visitations has been the development of team teaching areas at the senior and junior high schools. At the senior high school, team teaching has been developed in the areas of mathematics, social studies, music, and art. At the junior high school, team teaching has been developed in the area of mathematics.

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Portland

Marshall High School remains the center of an all-out effort at improving secondary school education through flexible modular scheduling. Minor changes have been made in 1964-65 and a few more changes are contemplated for the next school year.

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The Marshall Program is a total school program involving 2,250 students, grades nine through twelve, and 109 teachers, interns, and administrators using a teacher-designed and a computer-developed modular flexible schedule. The faculty makes extensive use of team teaching, large and small group instruction, independent study projects for students, and individual teacher-pupil conferences. Paraprofessionals such as aides, clerks, and a graphic artist assist both teachers and students. Seven resource centers, besides the main library, which provide students with the resources needed for independent work, are part of an expanded materials facility.

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A project at Wilson High School is designed to improve instruction through better use of teacher aides, the extension of the use of technical aids for teachers, extension of flexible scheduling and team teaching. A full time secretary is assigned to the English department for the purpose of transcribing teacher-dictated commentary on student themes; the foreign language department continued rapid transition from traditional to audio-lingual instruction; a graphic artist on a half time basis assists teachers; a new social studies resource center, supervised by a clerical aide, was completely equipped with reference materials. Wilson has teaching teams, but they are not a formal part of its Oregon Program activities.

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A project at Roosevelt High School is designed to promote the greater use of instructional materials in the classroom and to use the services of a full-time artist-technician to assist teachers in preparing such materials for the improvement of instruction. Several commercial art students were assigned to the graphic arts center to give part time assistance. A shorthand teacher continued the development of individualized instruction with the help of electronic equipment obtained for her. Many teachers expressed a desire to form additional teaching teams and began preparation during the 1964-65 school year. Roosevelt also began to prepare for the use of data processing in building a flexible program.

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Roseburg

Five teachers, two interns, and one aide teach all the mathematics students in Roseburg High School. The mathematics department will be housed on one floor of the new Commons Building in 1965-66, with complete facilities for team teaching. Teams are being formed in twelfth grade modern problems and in the areas of chemistry and biology.

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Joseph Lane Junior High School has a team consisting of two teachers, an intern and an aide working with seventh grade social studies and English; one teacher, an intern, and an aide teach ninth grade English.

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Fremont Junior High School is team teaching in eighth grade English with two teachers, an intern, and an aide; three teachers, one intern and an aide teach seventh grade social studies and English.

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Salem

A team leader who is paid extra for additional responsibility and leadership, two interns, and an aide are responsible for the planning and carrying out of an instructional program for most of the eighth grade pupils at Judson Junior High School. In effect, the two interns replace one teacher. This program provides flexible time arrangements and flexible grouping. It takes advantage of special skills of teachers and encourages cooperative planning and teaching. Approximately 350 pupils and three teachers are involved.

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A BSCS Biology-Internship Program is in operation at both North and South Salem High Schools. It is basically a program of organization involving one or more teachers and one intern who are assigned to teach approximately five sections of either the yellow or green version of BSCS biology per day. The intern is an additional staff member employed to assist the teachers in implementing this new curriculum. Approximately 600 pupils and four teachers are involved in this project.

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Springfield

English and United States History are taught at the junior level by two teachers, teamed with one administrator and 60 students. Springfield Senior High School.

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Teaching teams are in formation at the secondary level in the areas of biology and industrial arts. A modified block flexible schedule in the industrial arts program at Springfield High School was also incorporated into the program of the new Thurston Senior High School. Five teachers, an administrator and 460 students at Thurston were involved in developing a controllable but unstructured time approach for instruction throughout a new industrial arts facility.

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Stayton

Stayton High School is experimenting with block-of-time scheduling as opposed to modular scheduling for its team teaching operations. The philosophy underlying this choice is that group size and group composition should be determined by the requirements of the particular unit under study and the best professional judgment of a team of involved teachers rather than by a schedule drawn up prior to the operational year. Stayton teams are able to schedule the composition, size, and frequency of group meeting on a week-by-week or day-to-day basis.

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A social studies team of four teachers and an intern have developed guidelines for a senior modern problems course in which students are divided equally on a heterogenious basis into two sections, enabling instruction of groups as small as three, four, and five formed for specific needs within certain units and dissolved into other working groups as these needs were met. Students were afforded greater opportunity for individual participating and responsibility.

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Two mathematics teachers cooperated in planning for large group (65 students) instruction in Algebra I three days each week and during two full periods on the remaining two days met small groups on a need basis. A control group of matched students were taught concurrently at another period and scheduled traditionally. Year-end measurements should provide valid comparisons. Two industrial arts teachers are cooperating in a team approach to Industrial Arts I as well as a double period time block in Industrial Arts II.

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A science team (two teachers) taught general biology to groups varying from 12 for 90 minutes to 110 for 47 minutes and a modified chemistry study program, operating on double period lengths, when needed.

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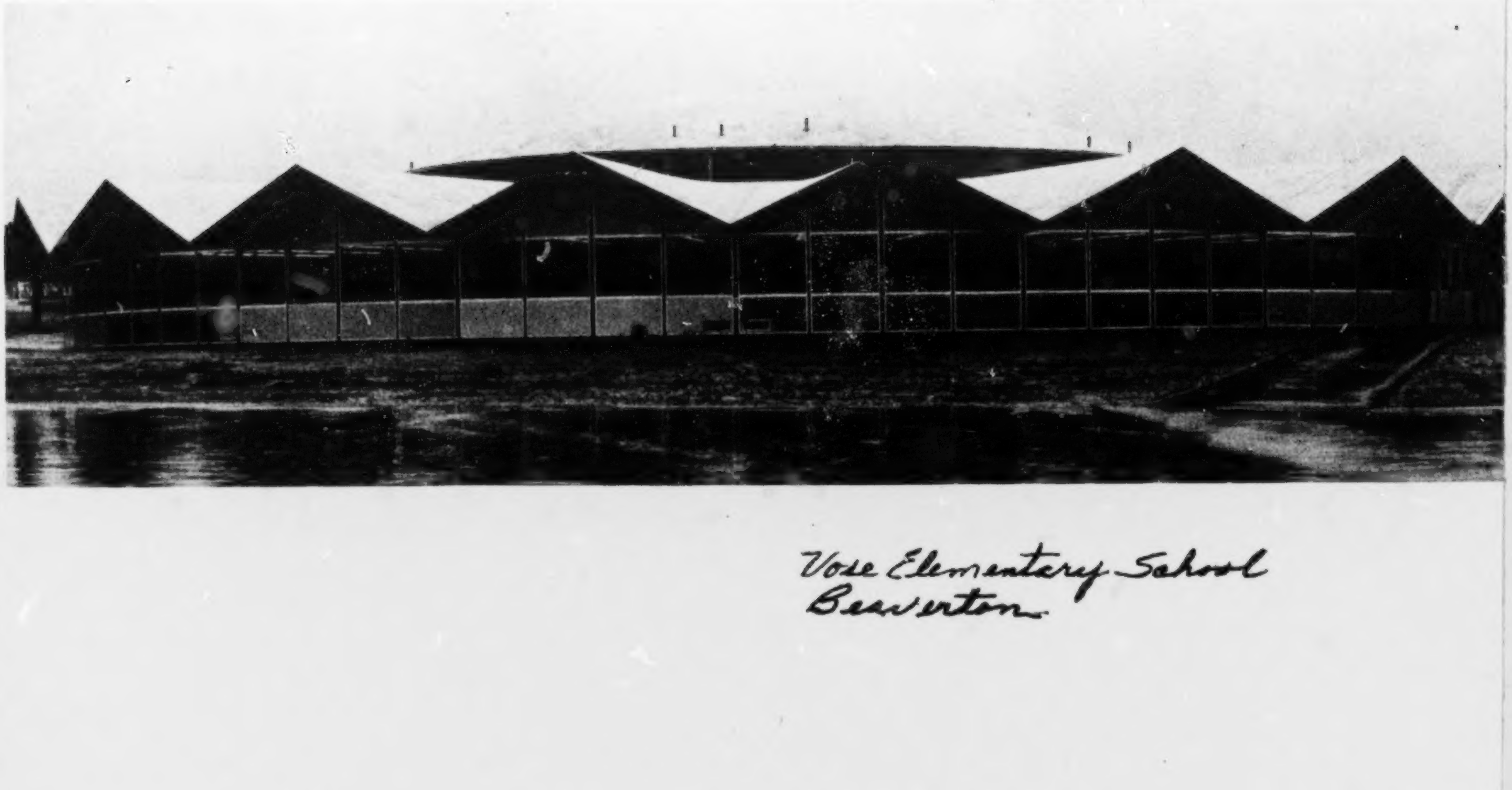

Vose Elementary School
Beaverton

New Technology --
Teaching Research

The basic objective of the Technology Unit of the Teaching Research Division of the State System of Higher Education is improvement of instruction at all grade levels through the development and use of "packages" of instruction. In these "packages" all possible media and technological development are brought to bear on the attainment of specific, behaviorally defined objectives.

When the project is completed in June 1966, approximately forty separate packages of instructional materials designed to teach specific objectives in the various subject fields and tested for effectiveness in laboratory and field situations will be available to the public schools and colleges in Oregon.

Following are very condensed reports of the projects under development.

Taped-teaching of phonic skills. Materials are designed to be used at the primary level to supplement the usual classroom instruction of initial consonant sounds f, d, s, and b. Seven audio tapes, each about twenty minutes in length, and student work sheets provide instruction for either individual or small group situations. Children practice differentiating words beginning with initial consonant sounds f, d, s, and b. The materials have undergone development, try out, evaluation, and revisions. Significant learning outcomes have been achieved. Additional field testing is planned for 1965-66. Project Directors: Mary Potter, and Dorothy Thurlow of Uplands Elementary School, Lake Oswego, Oregon.

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Taped-teaching of language arts skills. Through a series of audio-tapes and plastic mounted student response booklets, primary students: recognize and use all letters of the alphabet; correctly spell, pronounce and use words in the given basic word list; develop new words by making additions to words of the basic words list; and use a given student dictionary in an independent manner to detect and correct errors in work. The materials have been developed, tried out, evaluated, and are presently being revised. Field testing of the revised materials is planned for 1965-66. Project Directors: Dr. Gertrude Patterson and Mrs. Glendora M. Dixon, Monmouth Elementary School, Monmouth, Oregon.

Sea echoes. A combination of audio-tape and slides along with a film have been developed to produce a stimulus such that students from grades six through nine evidence greater interest in poetry related to the sea. The materials are currently undergoing revision and final field testing is planned for 1965-66. Project Directors: Clifford Neufeld, Neil Kliewer, and Vincent Matt, Salem Public Schools, Salem, Oregon.

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Materials to develop library and independent study skills. Eight separate units have been developed, step by step, to teach the skills needed for independent study in using the library. The materials are designed for use with junior high age students. Significant learning gains have been obtained. Project Director: Mrs. Beth Prideaux, Stayton Union High School, Stayton, Oregon.

Using the parts of a book. A series of overhead transparencies and student work sheets are designed to teach high school students to: understand the evaluation of a book; discern the physical structure of a book; and construct a book, including title page, copyright page, table of contents, body, and index. Materials have been completed, tried out, evaluated, and are scheduled for field testing during 1965-66.

Finding information in books. A series of overhead transparencies and student work sheets are designed to teach junior high school students to: choose an appropriate book by a quick preview of title, contents, and index to find specific information; record information on note cards; and use correct form in recording bibliographic information for books with authors. Materials have been completed, tried out, evaluated, and are scheduled for field testing during 1965-66.

Finding information in encyclopedias and dictionaries. A series of overhead transparencies and student work sheets are designed to teach junior high school students to: find specific information through the encyclopedia index; use cross references; use dictionaries to determine pronunciation, word development, definitions, and concise information; and record correct bibliographic information for encyclopedias and dictionaries. Materials have been completed, tried out, evaluated, and are scheduled for field testing during 1965-66.

Making a report. A series of overhead transparencies and student work sheets are designed to teach junior high students to find appropriate sources for a report, to summarize, to take notes, and to identify sources and materials used in reports. Materials have been completed, tried out, evaluated, and are scheduled for field testing during 1965-66.

Finding materials in a library. A series of overhead transparencies and student work sheets are designed to teach junior high students to: go to shelves in the library to find books about a general subject; locate a book from its call number; find reference, vertical file, periodical, and AV materials; and make bibliographic cards. Materials have been completed, tried out, evaluated, and are scheduled for field testing during 1965-66.

Using the card catalog. A series of overhead transpariencies and student work sheets are designed to teach junior high students to use the library index to: find a specific title, material by a given author, material on a specific subject; recognize the filing system used in a dictionary catalog; use information on catalog cards to evaluate the material; and make an alphabetical bibliography of books. Materials have been completed, tried out, evaluated, and are scheduled for field testing during 1965-66.

Using the readers' guide. A series of overhead transparencies and student work sheets are designed to teach junior high students to use the periodical index to: find material on a specific subject, material by or about a specific person, and material published during specific dates; use the information in each entry to evaluate the material; find material appropriate for a report and record on notecards; and use correct bibliographic form for periodical entries. Materials have been completed, tried out, evaluated, and are scheduled for field testing during 1965-66.

Using library skills in research. A series of overhead transparencies and student work sheets designed to teach junior high students to identify a problem of research and to formulate hypotheses (guesses); to find resources available; to organize an outline, to prepare note and bibliography cards, to correctly credit quotations and copied materials; and to write a paper evidencing the above listed information. Materials have been completed, tried out, evaluated, and are scheduled for field testing during 1965-66.

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Self-instruction in map and globe symbols. A linear program designed to teach third grade students to recognize and interpret standard map symbols, and to use map legends to determine the meaning of nonstandard symbols. The materials have been completed, tried out, and evaluated. They are currently undergoing revision and additional field testing is planned for 1965-66. Project Director: Dale Gilson, Salem Public Schools, Salem, Oregon.

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Self-instruction in map and globe land forms. A linear program of approximately 350 frames designed to teach third grade students to differentiate and/or identify: the shape of the earth from other geometric shapes, a flat map, and a globe; direction on a flat map or globe; land or water masses on a flat map or globe; and the seven major continents and the Atlantic and Pacific Oceans. The program has been developed, tried out, and evaluated. Revisions are currently under way and will be tested with small groups of students during the summer of 1965. Field testing of the revised materials is planned during 1965-66. Project Director: George B. Wright, Salem Public Schools, Salem, Oregon.

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Visual materials on community historical documents. A series of slides, overhead transparencies and bulletin board materials are designed to teach third grade students to locate and conserve local historical documents. Specifically, third grade students define history as involving people and things; display knowledge of places of local historical interest and of local repositories of historical documents; interview and record data of historical importance from long time residents; make a simple map of the community locating sites of historical importance; and plan visits to or write for information about local historical landmarks. The materials have been completed, tried out, and evaluated. Revisions will be completed during the summer with field testing planned during 1965-66. Project Director: Elizabeth J. Foster, Jennings Lodge Elementary School, Oregon City, Oregon.

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Visual materials for teaching geographic terms. A series of 35 mm slides, 8 x 10 inch black and white photographs, and artists' drawings of man-made or natural geographic features are designed to teach third grade students to identify selected geographical terms and to match these terms with their definitions. These materials are designed to supplement normal classroom instruction and includes a teacher guide suggesting potential use. The materials have been developed, tried out, and evaluated. Revisions are scheduled for the summer of 1965 and field testing of revised materials will be conducted during 1965-66. Project Directors: Elmer G. Poff and LeRoy Moore, Dunaway Elementary School, Portland, Oregon.

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Self-instruction--using the grid in map and globe reading. A linear program designed to teach third grade students to: differentiate the shape of the world; state the imaginary status of the equator and poles; name and write the cardinal and intermediate directions; locate directions, equator, poles, and/or hemispheres; and match definitions and terms. The materials have been completed, tried out, and evaluated. Revisions are currently under way with further tryouts planned this summer and field testing scheduled for 1965-66. Project Director: Ray Burleigh, Salem Public Schools, Salem, Oregon.

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Self-instruction--using the grid in map and globe reading. A linear program intended to build upon learning that occurred in the third grade program and designed to teach fourth grade students to: identify the relationship of East-West global lines to the equator and North-South lines to the poles; identify the prime meridian and to number other North-South lines lying East and West of that line; use the grid pattern of East-West and North-South global lines to locate points on the surface of the earth; use the term degrees and its symbol in relation to the East-West and North-South line grid system; and describe the relationship and purpose of real lines on a globe to imaginary lines on the earth. The materials have been completed, tried out, and evaluated. Revisions are currently under way with further tryouts planned this summer and field testing scheduled for 1965-66. Project Director: Ray Burleigh, Salem Public Schools, Salem, Oregon.

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Self-instruction--using the grid in map and globe reading. A linear program intended to build upon third and fourth grade programs and designed to teach fifth grade students to: use terms such as parallel, latitude, longitude, meridian in a knowledgeable manner; estimate using the grid, the position of a site on a map or globe; and locate on a map or globe a site given in terms of grid coordinates. The materials have been completed, tried out, and evaluated. Revisions are currently under way with further tryouts planned this summer and field testing scheduled for 1965-66.

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Visual materials on water resources. A series of overhead transparencies and bulletin board materials are designed to teach fourth grade students to understand the importance of water to the individual and his community and the need for intelligent use of water resources, and to discriminate between statements of a factual or hypothetical nature and subjective opinions that relate to the water cycle, use of water and/or problems of conservation of water. The materials have been completed, tried out, and evaluated. Revisions of the project materials will be completed during the summer of 1965 and field testing is planned for 1965-66. Project Director: Mrs. Ruth Jones, Wilson Elementary School, Corvallis Public Schools, Corvallis, Oregon.

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Visual materials on wild life resources. This project uses a series of slides, overhead transparencies, short film clips, and audio-tapes to teach students to: identify public and private wild life agencies and the purposes of such groups; describe how such groups influence the management of wild life resources; describe the role of the individual in wild life agencies; and express reasons why differences occur in public interpretation of the purposes of wild life agencies. This project will be completed during the summer of 1965 with tryouts and field tests scheduled during 1965-66. Project Director: Miss

Karen Hallwyler, Eastham Elementary School, Oregon City, Oregon.

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Visual materials on integration issues. A series of slides have been developed for fifth and sixth grade students designed to be a motivational stimulus for discussion of integration issues and employed, in part, as a basis for such discussion. Materials have been completed and are in tryout. Evaluation and revisions are planned for the summer of 1965 and field testing is planned for 1965-66. Project Directors: Clifford Neufeld, Neil Kliewer, and Vincent Matt, Salem Public Schools, Salem, Oregon.

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Audio-visual materials on conservation. A series of slides and audio-tapes are designed to teach sixth grade students to list examples of how certain Americans located on the outer rim of North America, making wise use of the walrus for clothing, shelter, tools, transportation, food, and aesthetic expression, and comparing this to present examples of conservation. First drafts of materials have been developed and evaluated. Additional and revised materials will be developed during the summer of 1965 and with tryouts and field testing planned during 1965-66. Project Director: Dr. Paul Jensen, Highland View Junior High School, Corvallis, Oregon.

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Visual materials on geographic terms. Through a series of 35 mm colored slides, 8 x 10 inch black and white photographs, and artists' drawings of man-made or natural geographical features, sixth grade students learn to identify selected geographical terms illustrated in pictures and to match selected geographical terms with their definitions. These materials are designed to supplement normal classroom instruction and include a teacher guide suggesting potential use. The materials have been developed, tried out, and evaluated. Revisions are scheduled for the summer of 1965 and field testing of the revised package is scheduled for 1965-66.

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Visual materials on water pollution. A series of slides and overhead transparencies are designed to teach eighth grade students to: define water pollution in terms of the major contributors; identify some of the effects of water pollution in terms of human health, economic results and aesthetic changes; describe industrial action to control or prevent water pollution; contrast past and present governmental action to control water pollution; describe the general function of a sewage treatment plant; and outline steps a town council might take to set up such a facility. The materials have been developed, tried out, and evaluated. Revisions are planned for the summer of 1965 and field testing is scheduled for 1965-66. Project Director: Conrad Walth, Harmony Elementary School, Milwaukie, Oregon.

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Visual materials on the Lewis and Clark Expedition. A series of slides and audio-tapes are designed to teach eighth grade students to: identify the routes of the Lewis and Clark Expedition to and from the Pacific Ocean; list effects of differing environments on the exploration; understand the consequences of differing patterns of interrelationships with Indians; recognize subsequent changes that have occurred along the routes traveled by the expedition; describe significant geographical and scientific discoveries of the expedition; and identify major purposes of the expedition. The materials are undergoing revision with tryouts scheduled during the summer of 1965 and field testing planned for 1965-66. Project Director: Allen D. Epp, Portland Public Schools, Portland, Oregon.

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Visual materials for map reading skills--urban expansion. A series of slides, overhead transparencies and student work sheets are designed to teach ninth grade students to: interpret and translate common map symbols and elements to verbal form and vice versa; use data from appropriate maps and charts in relation to problems of urban expansion; identify conservation issues related to urban expansion through interpretation of map elements. These materials are scheduled for completion during the summer of 1965. Tryouts and field testing will be accomplished during 1965-66. Project Director: Gordon Hoffman, East Hillsboro Junior High School, Hillsboro, Oregon.

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Visual materials for map reading skills--irrigated farming. A set of slides, transparencies, selected maps and charts are designed to teach ninth grade students to: identify relationships between climate and land use; interpret the effect of man on given environments; relate crops grown to land types; and identify regional conservation problems in relation to the allocation, distribution, and utilization of water and the available land types. Project materials are scheduled for completion during the summer of 1965. Tryouts and field testing are planned during 1965-66. Project Director: Gordon Hoffman, East Hillsboro Junior High School, Hillsboro, Oregon.

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Visual materials for map reading skills--dry farming. A set of slides, transparencies, selected maps and charts are designed to teach ninth grade students to: identify relationships between climate and potential land use; identify aspects of man's interaction with the environment; relate type of crop to land type; and identify regional conservation problems in relation to the allocation, distribution, and utilization of water and the available land types. Project materials are scheduled for completion during the summer of 1965. Tryouts and field testing are to be carried out during 1965-66. Project Director: Gordon Hoffman, East Hillsboro Junior High School, Hillsboro, Oregon.

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Visual materials for map reading skills--watershed analysis. A series of slides and overhead transparencies are designed to teach eleventh grade U. S. History students to: identify the nature of a watershed's source, amount of flow, and seasonal variation of flow; determine the regional industrial demand for power; estimate the regional agricultural water needs in terms of the climate and topography of the region. This project is scheduled for completion during the summer of 1965. Tryouts and field testing will be accomplished during 1965-66. Project Director: Ivan Bodine, Corvallis High School, Corvallis, Oregon.

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Self-instruction--ideational background of conservation. A linear program with multiple illustrations is designed to teach twelfth grade students to identify the intellectual, political, social, and economic background in the history of public and private land in the Pacific Northwest. Materials have been completed, tried out, and evaluated. Revisions are planned for the summer of 1965 and field tested during 1965-66. Project Directors: Marvin Lieske, Oregon College of Education, Monmouth, Oregon, and Donald Robertson, Lake Oswego High School, Lake Oswego, Oregon.

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Visual materials on automation and human resources. A series of transparencies, filmstrips, slides, and student work sheets are designed to teach twelfth grade senior problems students to: recognize correct or incorrect descriptions of changing trends in employment skills required by industry since World War II; recognize correct or incorrect statements predicting changes in industry due to automation; extrapolate, into the future, trends in employment skills to be required by industry due to the effect of automation; identify some of the problems to be faced by workers whose skills are no longer required; and recognize some labor-management issues resulting from workers' inability to retrain to meet the demands of a new technology. The materials are scheduled for completion during the summer of 1965. Tryout and field testing are planned during 1965-66. Project Director: Harry Sackett, Teaching Research Division, Monmouth, Oregon.

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Manipulative materials for arithmetic skills. A set of plastic overlay strips and student work sheets is designed to teach primary students number combinations and money values for numbers one through one hundred. Instructions to teachers are provided. Materials have been developed, tried out, and evaluated. Revisions are currently under way with field testing of the revised project materials scheduled for 1965-66. Project Director: Dr. Gertrude Patterson, Monmouth Elementary School, Monmouth, Oregon.

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Visual materials on domestic water supply. A series of slides and transparencies help third grade students: understand basic ways of purifying water supplies; identify disease directly related to water supplies; distinguish early versus recent methods of water treatment and/or supply methods, define vocabulary words related to water conservation; and describe a local water supply system. The materials will be completed during the summer of 1965. Tryout and field testing of the completed materials is scheduled for 1965-66. Project Director: Mrs. Clema Sherman, Eastham Elementary School, Oregon City, Oregon.

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Self-instruction in basic electricity. A linear program is utilized in conjunction with an electrical bench apparatus to teach ninth grade students to: identify the symbols of basic electrical components, lamps, switches, resistors, transformers, relays, etc.; determine the electrical value of various circuit components of the bench; select electrical circuit components from a given symbolic representation of a circuit; and compute electrical values of symbolically represented electrical circuits. The materials are completed, and in tryout. Evaluation and revisions are planned for the summer of 1965. Field testing is scheduled for 1965-66. Project Director: Ernst Lau, Stayton Union High School, Stayton, Oregon.

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General science home laboratory experiences. These materials, packaged in workbook format, provide 24 home laboratory experiences designed to teach junior high school students to investigate on their own certain principles of science. The materials have been completed, tried out, and evaluated. Revisions and further testing are planned during the summer of 1965. Field testing is scheduled for 1965-66. Project Directors: Lewis J. Ansell, and Adolph Faller, Klamath Union High School, Klamath Falls, Oregon.

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Film loops for teaching modern rhythms. A set of 36, black and white, 16 mm silent film loops are designed to teach high school physical education students basic movements in modern rhythms, from simple to more complex. A student manual and teacher guide has been developed. The materials have been tried out, evaluated, and revised. Field testing is scheduled for 1965-66. Plans for trial as in-service teacher training are planned during 1965-66. Project Director: Mrs. Ione Walker, Portland Public Schools, Portland, Oregon.

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Self-instruction--first aid. This is a linear program designed to teach eleventh grade students to: associate shock with any injury; explain the physiological cause and symptoms of shock; and identify and treat, during laboratory simulation, the symptoms of shock. Materials have been completed, tried out, and evaluated. Revision of the program is planned during the summer of 1965 and field testing will be carried out during 1965-66. Project Director: Mrs. Erma Wyman, Corvallis, Oregon.

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Visual materials--introductory psychology. A set of overhead transparencies to be used in conjunction with lectures in the listing of and research methodology in psychology are designed to teach undergraduate college students to: identify the historical roots of psychology in science and philosophy; match schools of or major contributions to psychology with an associated individual; match major areas of study or concern and methodology with the system or school of psychology; list the basic difference in training and function of the psychiatrist, psychoanalyst, and psychologist as they apply to clinical practice; state criteria defining problems for research; identify different kinds of research variables; identify different research methodologies; and identify appropriate reference sources, given a list of problems for research. The project materials are scheduled for completion during the summer of 1965. Tryouts and field testing will be carried out in 1965-66. Project Director: Ronald C. Taylor, Southern Oregon College, Ashland, Oregon.

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Self-instruction--oceanic upwelling. A linear, single-concept program using plastic overlays and combined with a short silent color motion picture are designed to teach undergraduate college students to: define oceanic upwelling; recognize the physical conditions that lead to the occurrence of the phenomenon; identify areas of the world where such conditions occur; describe the effect of oceanic upwelling upon the distribution of minerals dissolved in ocean water; and describe the relationship of the distribution of soluable minerals in ocean waters to plant growth. Materials have been completed, tried out, evaluated, and revised. Field testing is scheduled for 1965-66. Project Director: Dr. William H. Fryback, Teaching Research Division, Monmouth, Oregon.

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Science film. A 16 mm sound, color film of approximately 30 minutes duration designed to teach elementary science in-service teachers to recognize the role of inquiry and discovery in the general science class. The contents of this project make available a device for involvement of workshop participants in meaningful discussion of teacher-pupil interaction and the potential of inquiry-discovery approaches to elementary science activities. The film is intended to accompany a newly revised Elementary Science Handbook being produced by the Oregon State Department of Education. Materials have been completed, tried out, evaluated, and revised. Field testing is planned for 1965-66. Project Director: George Katagiri, Science Consultant, State Department of Education, Salem, Oregon.

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Audio-visual materials--focis. A series of films and audio-tapes are designed to teach junior year college students, using the Flanders' Interaction Analysis Technique, to: classify and record types of classroom interaction at a rate of 20 tallies per minute, according to Flanders' 10 classifications; tally in agreement with trained observers at least 75% of the time; and reach the desired level of proficiency in a maximum training period of five hours. The materials for this project are completed, tried out, evaluated, and revised. Additional data will be gathered from continued field testing during 1965-66. Project Director: Dr. Margarett L. Hiatt, Oregon College of Education, Monmouth, Oregon.

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Diagnostic techniques in teaching reading. The following four projects were designed as a package to teach the skills necessary for determinging a child's several reading levels and reading difficulties in order that appropriate reading materials can be provided for meeting the child's reading needs.

Diagnostic techniques in teaching reading--the informal reading inventory. A film which simulates several elementary students reading with accompanying manuals designed to teach pre- and in-service teachers to determine a child's several reading levels by: applying a code for recording a child's reading errors, computing the percentage of a child's mechanical reading errors, computing the percentage of a child's reading comprehension errors, and applying the criteria of reading levels to the information obtained in steps above. Materials have been developed, tried out, evaluated, and revised. Fieldtesting is scheduled for 1965-66. Project Directors: Dr. H. O. Beldin, Oregon College of Education; Dr. Jordan B. Utsey, University of Oregon; and Dr. Carl J. Wallen, Oregon State University.

Diagnostic techniques in teaching reading--context. A film which simulates several elementary students reading with accompanying manuals designed to teach pre- and in-service teachers to identify a child's reading skill difficulties in his failure to make use of context and to select instructional materials and exercise appropriate to reducing a child's recognition deficiencies in the use of contextual word attack skills. Materials scheduled for completion during the summer of 1965. Tryouts and field testing are planned for 1965-66. Project Director: Dr. H. O. Beldin, Oregon College of Education.

Diagnostic techniques in teaching reading--phonics. A film which simulates several elementary students reading with accompanying manuals designed to teach pre- and in-service teachers to identify a child's reading skill difficulties in his failure to make use of phonics and to select instructional materials and exercises appropriate to reducing a child's recognition deficiencies in the use of phonic word attack skills. Materials scheduled for completion during the summer of 1965. Tryouts and field testing are planned for 1965-66. Project Director: Dr. Jordan B. Utsey, University of Oregon, Eugene, Oregon.

Diagnostic techniques in teaching reading--structure. A film which simulates several elementary students reading with accompanying manuals designed to teach pre- and in-service teachers to identify a child's reading skill difficulties in his failure to make use of structure and to select instructional materials and exercises appropriate to reducing a child's recognition deficiencies in the use of structural word attack skills. Materials scheduled for completion during the summer of 1965. Tryouts and field testing are planned for 1965-66. Project Director: Dr. Carl J. Wallen, Oregon State University, Corvallis, Oregon.

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New Technology --

Instructional Materials Centers

Beaverton

A District Curriculum Materials Center supplies and services all audio-visual equipment and materials for the district's schools. This includes purchasing and maintenance of equipment, distribution of a film strip library, assistance in ordering and using 16 mm films, development of overhead transparencies and 35 mm slides, and picture mounting. The Center orders and processes library books for individual school libraries, distributes models, kits, maps, charts, and other teaching materials, and houses a professional library for the teaching staff. Supplementary texts will be distributed from the Center as soon as space for housing them is available.

David Douglas

The David Douglas Instructional Materials Center performs services for the administration, faculty members, and students of grades one through twelve. Services rendered include: evaluation of instructional materials and equipment before it is purchased; production of transparencies for overhead projectors; picture mounting and laminating of flat materials; use of techniques and skills of the graphic arts; purchase of equipment and materials, including film strips, recording tapes, flat pictures, model mockups, kits, slides, and paints; dubbing of tapes; and circulation of materials.

The Instructional Materials Center houses a professional library including magazines and books. The curriculum library includes supplementary texts and one copy of each of the district's basic adopted textbooks. Elementary library books are purchased upon the request of the librarian and prepared for distribution to the 13 elementary schools. The NDEA Title III program is also handled through the IMC.

The Center maintains a file of all instructional materials, operates and maintains an up-to-date catalogue of these materials for each building in the district. The IMC will move into new facilities in the near future where more adequate space will allow for additional service, including space for curriculum committee meetings and previewing of films and film strips.

Lake Oswego

Lake Oswego High School employs tele-lecture as a new communications medium in the instructional areas of psychology and social studies. It has proved a convenient and low cost technique for reaching larger audiences and for overcoming the problems of distance and time in bringing in outside resources. The technique brings the lecturer to the audience by means of a telephone call. His voice is amplified over loudspeakers and facilities can be made available which enable members of the class to talk directly to the lecturer. All programs are taped for use by other classes. Tele-lecturers have included: Averill Harriman, Wayne Morse, Edith Green, Fulton Lewis, III, Arthur Miller.

A Research and Materials Center serves as an instructional materials development laboratory for the Lake Oswego Schools, and particularly for experimental teaching units. Building instructional materials centers, including library and audio-visual services, operate as satellites in communication with teachers. Major areas of concern are development of audio tapes, production of graphic instructional aids, and application of photographic processes to educational ends. The Center is concerned with development of systems of materials and the dissemination of ideas and products.

Uplands Elementary School is conducting a Taped-Teaching Project and uses teaching tapes as auto-instructional aids in the primary grades. Tapes are used mainly in the areas of reading skill development.

Portland

The Oregon Program has assisted the Central Instructional Materials Department through the addition of a graphic artist, a television artist, and a photographer.

The elementary schools in the flexible programing project need the assistance of a graphic artist for the preparation of special materials in their team teaching. It has also been found necessary to supplement the work of the graphic artists in the high schools engaging in The Oregon Program with both photographic and graphic assistants. The central office staff provides extra help for all participating schools in the program. In addition, the central instructional materials staff aids in training teachers and technicians in the other schools and disseminates information about new materials to the rest of the school system.

While all Portland Oregon Program projects feature new techniques and new equipment, such techniques have been most successful at Roosevelt High School.* The general forward movement of this school resulted in its being selected for one of the Knapp Library Foundation grants which will enable the Roosevelt library and library service to be expanded. Wilson High School has improved its use of dictating equipment for the improvement of English composition.* Computer developed modular flexible scheduling at Marshall is a notable gain in technology.

Stayton

Instructional materials at Stayton are handled separately by the library and audio-visual center. The library facility is operated by one full time, trained librarian, one full time adult assistant, and 15 to 20 student assistants. The audio-visual center is operated entirely by students under a student director. The entire complex is coordinated by the principal. Since Stayton is a union high school, the materials services have been concentrated to serve the needs of 26 teachers and 380 students. As a result of this concentration and immediate availability of many systems, instruction has taken on a decidedly creative characteristic. Rapid production techniques make possible the immediate response to almost any instructional need. The concentration of equipment and services per teacher and student is above 100 times that found in larger districts. In this sense, the Stayton experiment is providing valuable pilot data.

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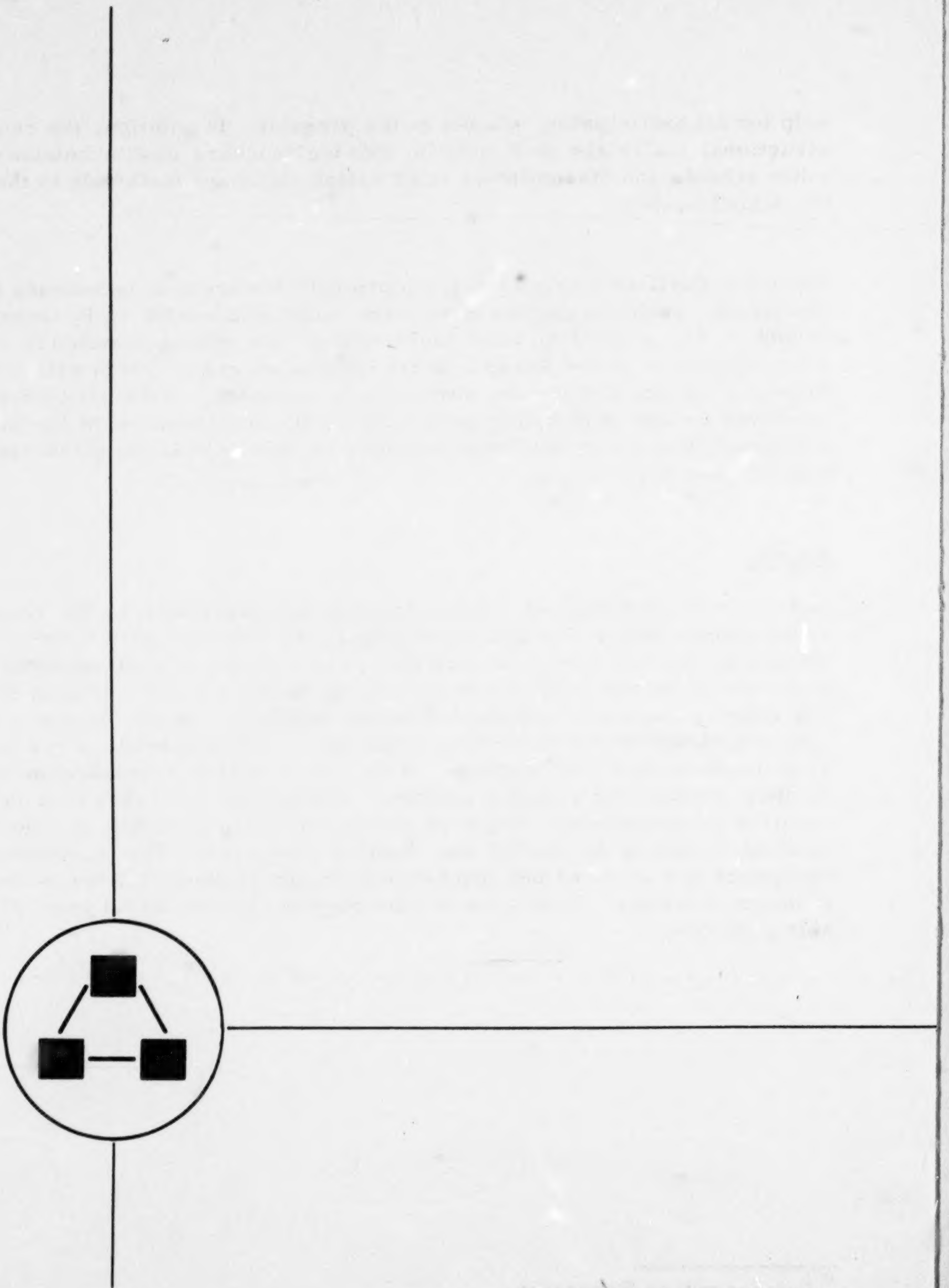
* See Secondary Programs.



5. FINANCIAL REPORT

In the spirit of the 1962 proposal to the foundation, participating school districts and colleges have each year picked up increasing mean percentages of added costs of improvement activities through the application of new local funds. The State Legislature has also appropriated increasing amounts to the program.

The statistical tables presented now are designed to provide comparability among annual reports for the first three years of The Oregon Program. Accountings are given of receipts by sources of funds, expenditures by categories, and allocations of grant funds and local funds by seven broad areas of participation.

SUMMARY OF TOTAL RECEIPTS AND EXPENDITURES
1963-64

Receipts:

1.	Ford Foundation 2nd-Year Payment. .	$1, 200, 000. 00	
2.	Balance from 1962-63.	160, 162. 61	
3.	Interest Earned	19, 034. 88	
4.	State General Fund Appropriation . . .	34, 500. 00	
	Total Receipts		$1, 413, 697. 49

Expenditures:

1.	Payments to Schools and Colleges . . .	$ 858, 482. 07	
2.	State Department of Education (est). .	166, 251. 27	
	Estimated Total Expenditures.		$1, 024, 733. 34

Estimated Balance:	$ 388, 964. 15

SUMMARY OF TOTAL RECEIPTS & EXPENDITURES
1964-65

Receipts:

1.	Ford Foundation 3rd-Year Payment	$750,000.00	
2.	Balance from 1963-64	388,964.15	
3.	Interest Earned	12,055.00	
4.	State General Fund Appropriation	34,500.00	
	Total Receipts		$1,185,519.15

Expenditures:

1.	Payments to Schools and Colleges	$715,809.00	
2.	State Department of Education	242,201.00	
	Total Expenditures		$ 958,010.00

Balance:	$ 227,509.15

SUMMARY OF ANTICIPATED RECEIPTS AND EXPENDITURES
1965-66

Receipts:

1.	Ford Foundation 4th-Year Payment	$580,000.00	
2.	Estimated Balance from 1964-65	227,509.15	
3.	Estimated Interest	6,800.00	
4.	State General Fund Appropriation	50,000.00	
5.	LESS: Reserve for 1966-67 for Final Evaluation, Reporting, and Dissemination	100,000.00	
	Total Estimated Receipts Available for 1965-66:		$764,309.15

Expenditures:

1.	Payments to Schools and Colleges	$474,928.00	
2.	Statewide Projects	189,763.00	
3.	State Department of Education	96,127.00	
	Total Estimated Expenditures:		$760,818.00

Estimated Balance:

1.	Total Available Less Estimated Expenditures	$ 3,491.15	
2.	Reserve for 1966-67	100,000.00	
	Total Estimated Balance:		$103,491.15

SOURCE OF FUNDS FOR OREGON PROGRAM ACTIVITIES

1963-64

Participants	Total Costs	Redeployed	Added Costs	New Local Funds		Grant Funds
				Amount	% of Added Costs	
Beaverton	$ 534,716.00	$ 453,120.00	$ 81,596.00	$ 46,596.00	57.1%	$ 35,000.00
Bethel	102,941.21	61,082.14	41,859.07	21,330.00	34.9	20,529.07
Coos Bay	260,555.90	228,707.90	31,848.00	15,875.00	50.0	15,973.00
Corvallis	70,705.70	45,705.70	25,000.00	-	-	25,000.00
Dallas	46,812.80	37,760.00	9,052.80	2,000.00	22.1	7,052.80
David Douglas	309,239.00	265,376.00	43,863.00	18,863.00	43.0	25,000.00
Lake Oswego	414,322.92	273,540.00	140,782.92	105,081.00	74.6	35,701.92
McMinnville	19,200.00	11,200.00	8,000.00	2,000.00	25.0	6,000.00
Medford	76,813.00	4,653.00	72,160.00	38,770.00	53.7	33,390.00
Milwaukie #1	336,783.00	327,833.00	8,950.00	1,150.00	12.8	7,800.00
Milwaukie UH5	23,364.53	15,195.00	8,169.53	-	-	8,169.53
Newberg	7,610.10	475.00	7,135.10	1,088.00	15.2	6,047.10
Pendleton	62,067.00	45,447.00	16,620.00	1,620.00	9.7	15,000.00
Portland (regular)	158,301.50	50,586.50	107,715.00	29,600.00	27.5	78,115.00
Portland (Marshall)	162,485.00	56,035.00	106,450.00	46,450.00	43.6	60,000.00
Roseburg	123,888.00	70,428.00	53,460.00	30,260.00	56.6	23,200.00
Salem	463,089.00	397,759.00	65,330.00	28,774.00	44.0	36,556.00
Springfield	107,753.90	71,517.00	36,236.90	14,787.00	40.8	21,449.90
Stayton	17,147.75	-	17,147.75	8,650.00	50.4	8,497.75
TOTALS	$3,297,796.31	2,416,420.24	$ 881,376.07	$412,894.00	46.8 av.	$468,482.07
Eastern Ore. Coll.	34,173.67	9,173.67	25,000.00	-	-	25,000.00
Lewis and Clark Coll.	18,240.00	1,485.00	16,755.00	1,755.00	10.5	15,000.00
Linfield College	25,246.67	6,880.00	18,366.67	5,366.67	29.2	13,000.00
Oreg. Coll. of Education	100,700.00	42,300.00	58,400.00	8,400.00	14.4	50,000.00
Oreg. State University	80,320.00	23,320.00	57,000.00	2,000.00	35.1	55,000.00
Portland State Coll.	131,893.00	34,856.00	97,037.00	37,037.00	38.2	60,000.00
Southern Oreg. Coll.	79,172.10	43,186.50	35,985.60	3,985.60	11.1	32,000.00
State-New Technology	148,828.00	69,178.00	79,650.00	19,650.00	24.7	60,000.00
University of Oregon	305,846.00	225,182.00	80,664.00	664.00	.8	80,000.00
TOTALS	$ 924,419.44	455,561.17	$ 468,858.27	$ 78,858.27	16.8av.	$390,000.00
GRAND TOTALS	$4,222,215.75	2,871,981.41	$1,350,234.34	$491,752.27	36.4% av.	$858,482.07

SOURCE OF FUNDS FOR OREGON PROGRAM ACTIVITIES

1964-65

Participant	Total Costs	Redeployed	Added Costs	New Local Funds		Grant Funds
				Amt.	% of Added Costs	
Beaverton	243,087.00	163,965.00	79,122.00	51,000.00	64.6%	28,022.00
Bethel	102,906.00	53,950.00	48,956.00	33,076.00	67.6	15,880.00
Coos Bay	230,815.00	199,640.00	31,175.00	15,260.00	48.9	15,915.00
Corvallis	49,864.95	48,864.95	1,000.00	-	-	1,000.00
Dallas	158,530.40	149,285.00	9,245.40	3,998.40	43.3	5,247.00
David Douglas	402,471.00	371,593.00	30,878.00	10,914.00	35.3	19,964.00
Lake Oswego	473,083.00	277,143.00	195,940.00	167,409.00	85.4	28,531.00
McMinnville	31,198.00	24,800.00	6,398.00	1,598.00	25.0	4,800.00
Medford	205,197.00	47,976.00	157,221.00	129,532.00	82.3	27,689.00
Milwaukie #1	47,744.00	39,344.00	8,400.00	660.00	7.8	7,740.00
Milwaukie UH5	16,519.29	4,791.29	11,728.00	-	-	11,728.00
Newberg	24,425.00	17,325.00	7,100.00	2,300.00	32.4	4,800.00
Pendleton	80,930.64	57,928.64	23,002.00	10,632.00	46.2	12,370.00
Portland (regular)	199,556.00	72,881.00	126,675.00	62,165.00	49.1	64,510.00
Portland (Marshall)	152,850.00	51,500.00	101,350.00	45,450.00	44.8	55,900.00
Roseburg	125,458.00	76,798.00	48,660.00	28,900.00	59.4	19,760.00
Salem	617,606.00	536,390.00	81,216.00	52,016.00	64.0	29,200.00
Springfield	41,889.00	10,184.00	31,705.00	14,905.00	47.0	16,800.00
Stayton	16,334.00	3,490.00	12,844.00	8,403.00	65.4	4,441.00
TOTALS	3,220,464.28	2,207,848.88	1,012,615.40	638,318.40	63%	374,297.00
Eastern Oregon College	29,813.00	8,189.00	21,624.00	-	-	21,624.00
Lewis & Clark	20,222.22	1,297.22	18,925.00	8,070.00	42.6	10,855.00
Linfield	29,262.00	11,312.00	17,950.00	6,700.00	37.3	11,250.00
Oregon College of Educ.	107,332.00	51,672.00	55,660.00	6,330.00	11.4	49,330.00
Oregon State University	80,760.00	32,350.00	48,410.00	-	-	48,410.00
Portland State College	55,475.88	6,952.80	48,523.08	1,276.08	2.6	47,247.00
Southern Ore. College	77,720.52	42,689.64	35,030.88	5,162.88	14.7	29,868.00
State-New Technology	130,408.00	82,408.00	48,000.00	-	-	48,000.00
University of Oregon	339,779.00	264,426.00	75,353.00	425.00	.6	74,928.00
TOTALS	870,772.62	501,296.66	369,475.96	27,963.96	8%	341,512.00
GRAND TOTALS	4,091,236.90	2,709,145.54	1,382,091.36	666,282.36	48% av.	715,809.00

SOURCE OF FUNDS FOR OREGON PROGRAM ACTIVITIES

1965-66

Participants	Total Costs	Redeployed	Added Costs	New Local Funds Amount	New Local Funds % of Added Costs	Grant Funds
Beaverton	$ 159,069.00	$ 80,619.00	$ 78,450.00	$ 59,889.00	76.3%	$ 18,561.00
Bethel	60,660.00	27,010.00	33,650.00	23,562.00	70.0	10,088.00
Coos Bay	118,563.00	90,045.00	28,518.00	18,196.00	63.8	10,322.00
Corvallis	24,472.00	23,472.00	1,000.00	---	---	1,000.00
Dallas	144,697.00	136,775.00	7,922.00	5,350.00	67.5	2,572.00
David Douglas	450,280.00	432,039.00	18,241.00	5,241.00	28.7	13,000.00
Lake Oswego	487,954.00	388,782.00	99,172.00	80,083.00	80.7	19,089.00
McMinnville	41,998.00	33,900.00	8,098.00	4,758.00	58.7	3,340.00
Medford	209,699.00	188,785.00	20,914.00	1,946.00	9.3	18,968.00
Milwaukie #1	20,538.00	14,955.00	5,583.00	550.00	9.8	5,033.00
Milwaukie UH5	18,102.00	9,056.00	9,046.00	2,718.00	30.0	6,328.00
Newberg	30,155.00	23,141.00	7,014.00	2,840.00	40.5	4,174.00
Pendleton	42,069.00	21,843.00	20,226.00	12,174.00	60.2	8,052.00
Portland (regular)	226,787.00	71,524.00	155,263.00	117,340.00	75.6	37,923.00
Portland (Marshall)	377,185.00	58,600.00	318,585.00	270,087.00	84.8	48,498.00
Roseburg	119,440.00	83,547.00	35,893.00	23,075.00	64.3	12,818.00
Salem	841,766.00	740,257.00	101,509.00	82,570.00	81.3	18,939.00
Springfield	52,017.00	21,067.00	30,950.00	19,973.00	64.5	10,977.00
Stayton	12,555.00	---	12,555.00	8,005.00	63.7	4,550.00
TOTALS	$3,438,006.00	$2,445,417.00	$ 992,589.00	$ 738,357.00	74.4% av.	$254,232.00
Eastern Ore. Coll.	21,360.00	7,335.00	14,025.00	---	---	14,025.00
Lewis and Clark Coll.	44,176.00	1,400.00	42,776.00	36,706.00	85.8	6,070.00
Linfield	29,056.00	8,756.00	20,300.00	16,960.00	83.5	3,340.00
Ore. Coll. of Education	107,242.00	61,340.00	45,902.00	19,330.00	42.1	26,572.00
Ore. State University	69,693.00	34,406.00	35,287.00	---	---	35,287.00
Portland State Coll.	105,707.00	71,745.00	33,962.00	2,982.00	8.8	30,980.00
Southern Ore. Coll.	64,545.00	43,169.00	21,376.00	1,988.00	9.3	19,388.00
State-New Technology	116,660.00	80,163.00	36,497.00	---	---	36,497.00
University of Oregon	246,155.00	181,059.00	65,096.00	16,559.00	25.4	48,537.00
TOTALS	$ 804,594.00	$ 489,373.00	$ 315,221.00	$ 94,525.00	30.0% av.	$220,696.00
GRAND TOTALS	$4,242,600.00	$2,934,790.00	$1,307,810.00	$ 832,882.00	63.7% av.	$474,928.00

COMPARISON OF PERCENTS OF ADDED COSTS MET BY NEW LOCAL FUNDS OVER A FOUR-YEAR PERIOD

Participant	1962-63	1963-64	1964-65	1965-66
Eastern Oregon College	-- %	-- %	-- %	-- %
Lewis and Clark College	*	10.5	42.6	85.8
Linfield College	--	29.2	37.3	83.5
Oregon College of Education	5.4	14.4	11.4	42.1
Oregon State University	4.1	35.1	--	--
Portland State College	--	38.2	2.6	8.8
Southern Oregon College	19.6	11.1	14.7	9.3
State-New Technology	*	24.7	--	--
University of Oregon	--	.8	.6	25.4
Averages	3.8%	16.8%	8.0%	30.0%
Beaverton	-- %	57.1%	64.6%	76.3%
Bethel	58.5	34.9	67.6	70.0
Coos Bay	--	50.0	48.9	63.8
Corvallis	--	--	--	--
Dallas	26.7	22.1	43.3	67.5
David Douglas	10.6	43.0	35.3	28.7
Lake Oswego	5.0	74.6	85.4	80.7
McMinnville	19.9	25.0	25.0	58.7
Medford	8.3	53.7	82.4	9.3
Milwaukie 1	--	12.8	7.8	9.8
Milwaukie UH5	62.1	--	--	30.0
Newberg	16.7	15.2	32.4	40.5
Pendleton	13.5	9.7	46.2	60.2
Portland	15.8	27.5	49.1	75.6
Roseburg	59.1	56.6	59.4	84.8
Salem	19.3	44.0	64.0	64.3
Springfield	49.7	40.8	47.0	81.3
State-Marshall	*	43.6	44.8	64.5
Stayton	37.5	50.4	65.4	63.7
Averages	26.3%	46.8%	62.5%	74.4%

*did not participate during 1962-63

SUMMARY OF ALLOCATIONS BY AREA OF PARTICIPATION,
1963-64

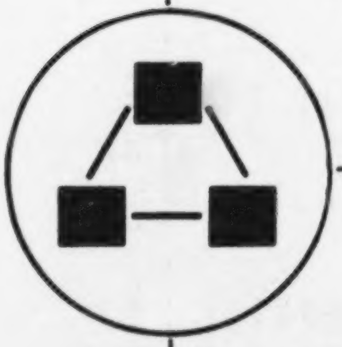
Participant	General Administration	In-service Training	Internships	Curriculum Improvement	Rec., Sec., & Retention	Flexible Scheduling	New Technology	Total Grant Fund Allocation	Local Monies	Total Costs
Beaverton	584. 50	2, 801	9, 871. 50	-	-	6, 600	15, 143	35, 000	499, 716	534, 716
Bethel	3, 200	11, 149. 07	5, 700	-	-	480	-	20, 529. 07	82, 412. 14	102, 941. 21
Coos Bay	4, 146	273	6, 954	-	-	4, 600	-	15, 973	244, 582. 90	260, 555. 90
Corvallis	-	-	25, 000	-	-	-	-	25, 000	45, 705. 70	70, 705. 70
Dallas	740	4, 592. 80	1, 000	-	-	720	-	7, 052. 80	39, 760	46, 812. 80
David Douglas	5, 950	10, 016	3, 204	-	-	-	5, 830	25, 000	284, 239	309, 239
Lake Oswego	10, 800	8, 170. 92	4, 664	-	-	3, 410	8, 657	35, 701. 92	378, 621	414, 322. 92
McMinnville	1, 000	3, 250	1, 750	-	-	-	-	6, 000	13, 200	19, 200
Medford	7, 860	25, 530	-	-	-	-	-	33, 390	43, 423	76, 813
Milwaukie #1	496	3, 299	-	-	-	4, 005	-	7, 800	328, 983	336, 783
Milwaukie UH5	-	-	8, 169. 53	-	-	-	-	8, 169. 53	15, 195	23, 364. 53
Newberg	3, 130	2, 917. 10	-	-	-	-	-	6, 047. 10	1, 563	7, 610. 10
Pendleton	1, 317	10, 117	3, 566	-	-	-	-	15, 000	47, 067	62, 067
Portland (regular)	-	23, 745	3, 750	-	-	32, 180	18, 440	78, 115	80, 186. 50	158, 301. 50
Portland (Marshall)	-	-	-	-	-	60, 000	-	60, 000	102, 485	162, 485
Roseburg	6, 792	7, 935	5, 073	-	-	3, 400	-	23, 200	100, 688	123, 888
Salem	9, 199	12, 705	13, 946	-	-	706	-	36, 556	426, 533	463, 089
Springfield	4, 055	9, 959. 90	2, 560	-	-	4, 875	-	21, 449. 90	86, 304	107, 753. 90
Stayton	1, 420	1, 977. 75	2, 500	-	-	2, 600	-	8, 497. 75	8, 650	17, 147. 75
TOTALS	60, 689. 50	138, 438. 54	97, 708. 03	-	-	95, 750	48, 070	468, 482. 07	2, 829, 314. 24	3, 297, 796. 31
Eastern Oregon Coll.	5, 404. 06	400	5, 761. 14	9, 249. 92	4, 184. 88	-	-	25, 000	9, 173. 67	34, 173. 67
Lewis and Clark	11, 520	1, 000	2, 480	-	-	-	-	15, 000	3, 240	18, 240
Linfield	4, 320	2, 280	6, 400	-	-	-	-	13, 000	12, 246. 67	25, 246. 67
Oregon Coll. of Educ.	9, 845	16, 420	21, 700	-	2, 035	-	-	50, 000	50, 700	100, 700
Oregon State University	11, 000	7, 500	20, 100	13, 900	2, 500	-	-	55, 000	25, 320	80, 320
Portland State College	20, 390	2, 000	14, 085	19, 991	3, 189	345	-	60, 000	71, 893	131, 893
Southern Ore. College	9, 980. 02	4, 500	5, 782. 72	7, 805. 52	3, 931. 74	-	-	32, 000	47, 172. 10	79, 172. 10
State-New Technology	5, 245	-	-	-	-	-	54, 755	60, 000	88, 828	148, 828
University of Oregon	11, 581	7, 000	33, 729	26, 990	700	-	-	80, 000	225, 846	305, 846
TOTALS	89, 285. 08	41, 100	110, 037. 86	77, 936. 44	16, 540. 62	-	54, 755	390, 000	534, 419. 44	924, 419. 44
GRAND TOTALS	$149, 974. 58	$179, 538. 54	$207, 745. 89	$77, 936. 44	16, 540. 62	-	102, 825	858, 482. 07	3, 363, 733. 68	4, 222, 215. 75

SUMMARY OF ALLOCATIONS BY AREA OF PARTICIPATION, 1964-65

Participant	General Administration	In-service Training	Internships	Curriculum Improvement	Rec., Sel., & Refention	Flexible Scheduling	New Technology	Total Grant Fund Allocation	Local Monies	Total Costs
Beaverton	100	5,465	3,146	-	-	7,756	11,555	28,022	215,065	243,087
Bethel	2,560	10,320	3,000	-	-	-	-	15,880	87,026	102,906
Coos Bay	1,780	13,135	1,000	-	-	-	-	15,915	214,900	230,815
Corvallis	-	-	1,000	-	-	-	-	1,000	48,864.95	49,864.95
Dallas	500.80	3,300	819.80	-	-	626.40	-	5,247	153,283.40	153,530.40
David Douglas	4,116	11,205	382	-	-	-	4,261	19,964	382,507	402,471
Lake Oswego	7,170	5,194	4,000	-	-	1,720	10,447	28,531	444,552	473,083
McMinnville	150	2,500	1,000	1,150	-	-	-	4,800	26,398	31,198
Medford	8,273	19,416	-	-	-	-	-	27,689	177,508	205,197
Milwaukie #1	500	2,955	4,285	-	-	-	-	7,740	40,004	47,744
Milwaukie UH5	2,829.27	2,100.92	6,797.81	-	-	-	-	11,728	4,791.29	16,519.29
Newberg	1,100	1,755	-	-	-	1,945	-	4,800	19,625	24,425
Pendleton	1,672	6,790	3,908	-	-	-	-	12,370	68,560.64	80,930.64
Portland (regular)	-	15,060	15,200	-	-	28,050	6,200	64,510	135,046	199,556
Portland (Marshall)	20,900	5,750	-	-	-	29,250	-	55,900	96,950	152,850
Roseburg	5,200	6,900	5,160	-	-	2,500	-	19,760	105,698	125,458
Salem	5,517	16,552	-	1,600	-	5,531	-	29,200	588,406	617,606
Springfield	3,420	6,770	2,860	-	-	3,750	-	16,800	25,089	41,889
Stayton	1,107	1,359	600	-	-	1,375	-	4,441	11,893	16,334
TOTALS	66,895.07	136,526.92	53,158.61	2,750	-	82,503.40	32,463	374,297	2,846,167.28	3,220,464.28
Eastern Ore. College	4,129	1,624	5,476	8,380	2,015	-	-	21,624	8,189	29,813
Lewis & Clark	6,967	1,788	2,100	-	-	-	-	10,855	9,367.22	20,222.22
Linfield	3,800	1,400	6,050	-	-	-	-	11,250	18,012	29,262
Oregon Coll. of Educ.	9,910	18,820	20,600		-	-	-	49,330	58,002	107,332
Oregon State University	10,700	6,200	20,360	9,250	1,900	-	-	48,410	32,350	80,760
Portland State College	11,146.06	-	13,549.30	12,260.64	10,291	-	-	47,247	8,228.88	55,475.88
Southern Ore. College	8,968.88	7,354.07	4,494.25	6,921.95	2,128.85	-	-	29,868	47,852.52	77,720.52
State-New Technology	5,479	-	-	-	-	-	42,521	48,000	82,408	130,408
University of Oregon	11,745	2,250	42,751	17,482	700	-	-	74,928	264,851	339,779
TOTALS	72,844.94	39,436.07	115,380.55	54,294.59	17,034.85	-	42,521	341,512	529,260.62	870,772.62
GRAND TOTALS	139,740.01	175,962.99	168,539.16	57,044.59	17,034.85	82,503.40	74,984	715,809	3,375,427.90	4,091,236.90

SUMMARY OF ALLOCATIONS BY AREA OF PARTICIPATION
1965-66

Participant	General Administration	In-service Training	Internships	Curriculum Improvement	Rec., Sel., & Retention	Flexible Scheduling	New Technology	Total Grant Fund Allocation	Local Monies	Total Cost
Beaverton	100	5,578	2,020	7,547	-	3,316	-	18,561	140,508	159,069
Bethel	980	8,940	168	-	-	-	-	10,088	50,572	60,660
Coos Bay	-	9,400	922	-	-	-	-	10,322	108,241	118,563
Corvallis	-	-	1,000	-	-	-	-	1,000	23,472	24,472
Dallas	100	600	1,572	-	-	300	-	2,572	142,125	144,697
David Douglas	300	12,300	400	-	-	-	-	13,000	437,280	450,280
Lake Oswego	4,235	5,144	-	-	-	1,000	8,710	19,089	468,865	487,954
McMinnville	-	840	2,500	-	-	-	-	3,340	38,658	41,998
Medford	8,273	10,695	-	-	-	-	-	18,968	190,731	209,699
Milwaukie #1	-	500	1,900	-	-	2,633	-	5,033	15,505	20,538
Milwaukie UH5	1,570	794	3,964	-	-	-	-	6,328	11,774	18,102
Newberg	1,175	1,155	-	-	-	1,844	-	4,174	25,981	30,155
Pendleton	-	6,000	2,052	-	-	-	-	8,052	34,017	42,069
Portland (regular)	-	12,423	12,000	5,000	-	3,500	5,000	37,923	188,864	226,787
Portland (Marshall)	14,675	-	-	26,980	-	6,843	-	48,498	328,687	377,185
Roseburg	6,313	4,055	1,850	-	-	600	-	12,818	106,622	119,440
Salem	4,125	8,013	6,551	-	-	250	-	18,939	822,827	841,766
Springfield	500	5,820	1,480	-	-	3,177	-	10,977	41,040	52,017
Stayton	850	400	1,200	-	-	2,100	-	4,550	8,005	12,555
TOTALS	43,196	92,657	39,579	39,527	-	25,563	13,710	254,232	3,183,774	3,438,006
Eastern Ore. College	350	2,448	3,344	7,883	-	-	-	14,025	7,335	21,360
Lewis & Clark	970	4,700	400	-	-	-	-	6,070	38,106	44,176
Linfield	1,560	1,780	-	-	-	-	-	3,340	25,716	29,056
Oregon Coll. of Educ.	2,697	7,488	14,430	1,957	-	-	-	26,572	80,670	107,242
Oregon State University	10,248	2,815	15,518	4,846	1,860	-	-	35,287	34,406	69,693
Portland State College	5,700	-	20,000	4,500	780	-	-	30,980	74,727	105,707
Southern Ore. College	6,170	4,600	3,800	2,508	2,310	-	-	19,388	45,157	64,545
State-New Technology	6,903	-	-	-	-	-	29,594	36,497	80,163	116,660
University of Oregon	2,900	650	27,500	17,487	-	-	-	48,537	197,618	246,155
TOTALS	37,498	24,481	84,992	39,181	4,950	-	29,594	220,696	583,898	804,594
GRAND TOTALS	80,694	117,138	124,571	78,708	4,950	25,563	43,304	474,928	3,767,672	4,242,600



Oregon Program Publications

Publications distributed by the Division of Education Development as part of the commitment to disseminate information to Oregon schools and information about The Oregon Program to professional educators throughout the country include the following:

THE OREGON PROGRAM--A DESIGN FOR THE IMPROVEMENT OF EDUCATION, an informational brochure about the program itself, 1963

ANNUAL REPORTS--1962-63, 1963-64, 1964-65

PROGRAMED LEARNING, reporting a conference for Oregon administrators led by Ralph Tyler, Director Center for Advanced Study in Behavioral Sciences, Stanford, A. A. Lumsdaine, Director American Institute for Research, University of California, and Peter Odegard, Professor of Political Science, University of California, 1964

A COMPUTER-DEVELOPED, MODULAR FLEXIBLE SCHEDULE, describing innovations in scheduling and staff utilization at Portland's Marshall High School, 1964

TEAM TEACHING BIBLIOGRAPHY, limited to publications most accessible to public school teachers, 1965*

THE STRUCTURE OF KNOWLEDGE AND THE NATURE OF INQUIRY, reporting a workshop for Oregon administrators led by J. Cecil Parker, University of California, Louis Rubin, San Fernando State College, California, Richard Suchman, University of Illinois, Hilda Taba, San Francisco State College, and Goodwin Watson, Teachers College, Columbia University, 1965.

NEW DIMENSIONS IN EDUCATION, informational bulletin surveying innovations in Oregon school districts, 1964

TEACHER AIDE SALARY AND ASSIGNMENT PRACTICES IN OREGON DISTRICTS, an informational bulletin, 1964*

THE INFLUENCE OF THE EVALUATIVE INSTRUMENT ON STUDENTS' LEARNING, an informational bulletin, 1965*

INDIVIDUALIZING INSTRUCTION, an informational bulletin, 1965

*Out of print.

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